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ABSTRACT

This three-part instructional guide was developed to assist vocational instructors in business and office occupations in presenting broadly applicable, nontechnical (often called quality of work life--QWL) skills, such as interpersonal and group process skills, problem solving and decision making, planning, communications, business economics, organizational management, and quality control. The first section of the guide describes in detail the important transferable, nontechnical skills needed for work and identifies specific opportunities to incorporate the development of these skills in business and office education programs. The second section of the guide presents instructional strategies as a source of ideas that the instructor can use in the classroom, laboratory, or training workplace. The description of each instructional strategy contains the following information: (1) a description of the strategy and a statement of its purpose, (2) a discussion of the QWL competencies developed through the strategy, (3) its application in business and office curricula, (4) instructor and student roles during implementation of the strategy, (5) procedures and activities for use in presenting the strategy, and (6) an annotated list of resources. The last section of the guide contains a list of resources organized by nontechnical skill area, addresses of publishers listed, and addresses of associations of interest to business and office education teachers. (KC)

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Research and Development Series No. 254

SKILLS FOR THE CHANGING WORKPLACE: A BUSINESS AND OFFICE EDUCATOR'S GUIDE

by

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FOREWORD

To function effectively at work, workers will increasingly need improved skills and knowledge in such broadly applicable, nontechnical skill areas as: interpersonal and group process skills, problem solving and decision making, planning, communications, business economics, organizational management, and quality control. While some of these skills may now be addressed in vocational education programs, they are seldom an explicit part of the program. Their development is rarely given the amount of emphasis, relative to specific job skills, that their increasing importance in business and industry would seem to warrant.

This instructional guide was developed to assist vocational instructors in business and office occupations in presenting broadly applicable, nontechnical, work skills. The guide should also interest those practitioners concerned with providing students with up-to-date and relevant preparation for work: administrators and curriculum specialists at local, State, and regional levels, as well as teacher educators.

The instructional guide is a "how-to" handbook that identifies and describes explicit examples of instructional strategies and student learning activities for use in incorporating broadly applicable, nontechnical skills into existing business and office occupations programs. Correlated with these instructional strategies and learning activities, the guide identifies available resources and instructional aids and describes where and how they can be applied to support the development of broadly applicable skills and knowledge.

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in Vocational Education

EXECUTIVE SUMMARY

Today's workplace requires employees who not only have good basic and technical skills but also are flexible, adaptable, and able to initiate and respond to changes in work organizations. The implication for educational institutions is that in preparing workers, they need to teach broadly applicable, transferable skills that enable employees to adjust successfully to changes in the workplace and to contribute to those changes in a positive, productive way. Such essential nontechnical skill areas include interpersonal and group process skills, problem solving and decision making, planning, communications, thinking and reasoning, business economics, organizational management, and quality control. These skills are important in all work environments, but are particularly crucial in companies that operate by participative management, involving their employees in organizational decision making through such vehicles as quality circles and worker task forces. Consequently, these transferable, nontechnical skills are often referred to as quality of work life (QWL) skills.

This instructional guide describes in detail the important transferable, nontechnical skills needed for work and identifies specific opportunities to incorporate the development of these skills in business and office education programs. Its purpose is to enable the instructor to infuse into regular course work the learning activities and classroom management techniques that develop these nontechnical competencies. Learning objectives to develop these nontechnical skills need to be clear and visible. By integrating these activities and techniques into an existing program, the instructor provides students with the opportunity to develop and practice these essential work competencies.

The instructional strategies described in this guide are presented as a source of ideas that the instructor can use to meet a particular need or situation. Suggestions are presented that can be used in the classroom, laboratory, or training workplace. The write-up of each instructional strategy contains the following information: (1) a description of the strategy and a statement of its purpose, (2) a discussion of the nontechnical competencies developed through the strategy, (3) its application in business and office curricula, (4) instructor and student roles during implementation of the strategy, (5) procedures and activities for use in presenting the strategy, and (6) an annotated list of resources. The last section of the guide, references, comprises a list of resources organized by nontechnical skill area, addresses of publishers listed, and addresses of associations of interest to business and office education teachers.

PART 1

INTRODUCTION TO NONTECHNICAL WORK SKILLS

IMPORTANCE OF NONTECHNICAL WORK SKILLS

There is a growing consensus in business, industry, and education that work will increasingly require individuals who are flexible and adaptable and who are able to initiate and respond to changes in work organizations. Curricula should, therefore, reflect the "nontechnical" skills that will be needed throughout a student's life and career. Areas to be addressed include interpersonal and group process skills, problem solving and decision making, planning, communications, thinking and reasoning, business economics, organization management, and quality control.

The aforementioned skills are important in all work environments, but are particularly important in companies that have quality of work life (QWL) programs and operate under a management philosophy of high employee involvement in decision making. The particular quality of work life skills needed were identified in a year-long study* of QWL companies conducted by the National Center for Research in Vocational Education. These nontechnical QWL competencies are the ones described in this instructional guide.

To serve the needs of today's youth and adults who must work and succeed in tomorrow's jobs, business and office educators must recognize the need to emphasize the development of skills and knowledge that are transferable in a wide range of settings. Students must be provided with opportunities to apply and practice such nontechnical skills as problem solving, decision making, and interpersonal skills. The more opportunities given to individuals to practice those skills and the more realistic the opportunities are, the more effective the teaching will be.

Business and office education is high among educational programs in its potential to contribute to the development of occupational adaptability and nontechnical skills. This is because it provides unparalleled opportunities and settings for hands-on, experiential approaches to learning and for the extensive practice and application of skills.

This instructional guide describes in detail a set of important nontechnical skills needed for work and identifies specific opportunities to incorporate nontechnical skills into existing programs at the postsecondary level. Nontechnical skills can be integrated into ongoing classroom and laboratory experiences without eliminating what is presently being taught and substituting new things. Instead, a particular activity, project, or task used to accomplish some specific purpose or objective can be used, at the same time, to accomplish additional goals or purposes. Thus, the development of nontechnical skills can complement the teaching of specific occupational knowledge and skills.

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*Frank C. Pratzner and Jill Frymier Russell, *The Changing Workplace: Implications of Quality of Work Life Developments for Vocational Education* (Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1984).

To incorporate the nontechnical skills effectively within the existing program and setting, educators must be willing to rethink or reconceptualize what is presently being done in a program—how and why it's being done—and to refocus on instructional objectives, teaching strategies, and student learning activities in order to make a deliberate and careful identification of explicit opportunities to practice and develop the nontechnical skills.

DESCRIPTION OF NONTECHNICAL SKILLS FOR WORK

We noted earlier that to function effectively at work, workers need not only good basic skills and technical skills, but will also increasingly need improved skills and knowledge in two broad areas: (1) group problem solving (including such areas as interpersonal and group process skills, problem solving and decision making, planning, and communication) and (2) the organization and management of production (including such areas as business economics, business operation, statistical quality control, and quality of work life developments). Examples of skills and knowledge in these two broad areas are shown in figure 1, along with some of the associated reasons for their need in business and industry. For an explanation of selected quality of work life terms, see figure 2.

Many people in work settings, and many students, do not have the skills to work successfully in groups doing complex problem solving. Most people have not been trained in how to solve problems in groups.

Whereas group problem-solving skills have long been recognized as important for management staff, they are of growing importance to all levels of employees as a means of change and improvement in quality, costs, and employee morale. All employees need to work together more to diagnose problems and implement effective solutions.

Likewise, if workers and managers are to help improve the economic viability of their organization, they will need skills and knowledge of business economics and organization management. Most people outside of school and business management administration sectors have not been trained in how complex organizations are managed and operated. They therefore may not fully appreciate how their personal efforts can contribute to or diminish the effectiveness, efficiency, and quality of the products or services of their particular work organization.

Curriculum guides and instructional materials are available for some of these skill areas (e.g., problem solving and communication). Development of skills in other nontechnical areas (e.g., group process and interpersonal skills) is frequently the focus of such experiences and programs as vocational student clubs, such as Office Education Association, Future Secretaries Association, Phi Beta Lambda, and Future Business Leaders of America. Nevertheless, these programs and materials are scattered and are used to supplement formal school curricula; seldom are they emphasized and integrated into regular business and office education programs.

Group Problem-solving Skills

Group problem solving includes such skills as: (1) interpersonal and group process skills, (2) communication skills, and (3) thinking and reasoning skills. These complex, non-job-specific skills, which are needed for effective participation in groups that focus on problem identification and solutions, are not specific to particular firms or work settings.

Skill Area	Reason for Need in Business/Industry
I. Group Problem Solving	Group problem solving is one of the primary modes for change and improvement in high-involvement companies
A. Interpersonal Skills	
• Self-directed	To enhance flow of ideas
• Flexible	To reduce need for supervision/inspection
• Assertive	To change as market conditions change
• Open	To reduce inefficiencies due to personal conflicts
• Curious to learn	To reduce nonproductive time
• Able to share/teach	To profit from people's individual motivations
• Responsible	To promote sharing/cooperation
• Understanding of behavior	To encourage continuous improvement
	To facilitate individual and corporate growth
	To acknowledge and encourage input from workers at all levels
B. Group Process Skills	
• Role theory/norm theory	To have similar goals held by all to increase the possibility of reaching goals
• Techniques of structuring discussions	All workers need to serve as leaders in various activities because of need for flexibility
• Cooperative attitude	Fifty people can work together and not just independently
• Leadership	Cooperation proves more productive than competition
	To encourage equal participation
C. Problem-solving Skills	
• Problem identification	To be rational in addressing problems
• Problem-solving process steps	To be systematic and comprehensive in addressing problems
• Data collection and analysis	To address the correct issue
	To generate the critical information necessary for solving problems
D. Decision Making	
• Risk assessment	If management is pushed to lower levels, decision making goes on at lower levels
• Data review	Organizational philosophy (values) shared with all workers enhances mutual goal development
• Identifying gaps in information	To be aware of information relevant to a decision
• Values	To understand the importance associated with various factors within a decision
D. Decision Making (continued)	To make better decisions with improved results
• Process models/ choice models	
E. Planning	
• Goal setting	If management is pushed to lower levels, planning goes on at lower levels
• Establishing measurable action steps	If the process is right, product will end up "right"
	Feedback is necessary for continued improvement
F. Communication	
• With individuals	Presentation of own and the group's ideas is required for management action
• With groups	Group work rather than individual work is the mode
• Presentation skills	Necessary to listen if want to learn from others
• Verbal skills	Change requires sharing, discussing, analyzing, persuading, etc.
• Writing skills	
• Listening skills	
G. Thinking/Reasoning	
• Generating alternatives	If all are to contribute, all must think effectively and creatively
• Estimate and approximate	Decision making, planning, problem solving all require critical thinking, and these skills will be required of all levels of workers, not just management
• Giving and getting meaning	
• Collecting information	
• Classifying	
• Finding patterns	
• Generalizing	
• Sequencing and scheduling	
• Using Criteria	
• Reshaping information	
• Judging information	
• Communicating effectively	

Figure 1. Nontechnical skill areas and their need in business and industry

SOURCE: Pratzner and Russell, *The Changing Workplace*, 47-53.

Skill Area	Reason for Need in Business/Industry
II. Organization and Management	All workers share more of the management responsibilities in high-involvement companies
A. Business Economics	
• Relationships between costs and income	To act as a team and know how individual effort fits in
• Market standing/ environmental conditions	To enhance ability to change as called for
• Basic economic theory	To encourage productivity through incentives and information sharing
• Reward structure	To reduce waste, duplication
B. Business Operations	
• Relationships between function systems	To encourage acting as a whole To reduce duplication of effort
• Coordination of resources	To provide feedback, information for correction purposes To enhance appropriate assignment of resources to maximize results as a whole
C. Management	
• Management theory	To exchange information effectively
• Relationships between performance and other factors	To motivate and lead coworkers To attain desired performance To facilitate workers' quality of daily activities and long-range career goals
• Models of communication	To improve attendance; reduce turnover, sabotage, grievances
• Power/control/ authority/ delegation	To attain improved union/management relations To reduce stress
• Human resource development	To tap knowledge of line workers
• Feedback/appraisal	To improve and change continuously as needed
• Job analysis	To avoid necessity for resolving same problem
• Change processes	To enhance match between technology, people, and procedures/policy To determine if goals have been met, should be modified, expanded, etc.

Skill Area	Reason for Need in Business/Industry
D. Statistical Quality Control	
• Sampling	To improve quality, reduce defects, reduce waste of time and measures
• Quality standards	To identify and analyze problems
• Cause and effect	To improve productivity, efficiency
• Graphs and charts	
• Data analysis	
• Mathematics and statistics	
E. Introduction to QWL	
• Definitions of terms and concepts	To enhance understanding of the need for group process and organizational management skills
• Philosophy	
• Role of QWL at various levels in companies	
• Union/nonunion involvement	

Figure 1—*continued*

- **Job Redesign/Rotation/Enrichment/Enlargement:** The change of tasks and responsibilities for an individual position such that the work is more satisfying or productive. Job redesign emphasizes a comprehensive effort to provide the job holder with variety, autonomy, feedback, a sense of purpose, and the chance to see a product or service from beginning to end. Job rotation involves switching on a regular basis to a different job within the same organization. Job enrichment is an effort to make a position more interesting or challenging to the job holder. Job enlargement means giving additional tasks or additional work to one job holder.

- **Participative Management:** A sharing of influence or control among management and employees; an effort on the part of decision makers to gain information from employees so as to make a better decision, and in some cases to actually facilitate participation of employees in formulating decisions. The decision involvement might be on issues concerning the employee's specific job, or it might include organization-wide decisions.

- **High-Involvement Companies:** These are companies that operate with a participative management philosophy, where employees are involved in providing information and contributing to decisions. This is done through such vehicles as quality circles and work task forces.

- **Workplace Democracy:** The implementation of democratic ideals and practices in organizational philosophy and policy; including such concepts as shared information for egalitarian decision making, due process, and free-speech (the right to disagree with management). In some cases workers own the firm.

- **Quality Circles:** A communication technique in which a group of workers who have similar concerns meet together regularly to identify, analyze, and solve problems relating to their work. The ultimate goal is usually to improve morale as well as quality and productivity.

- **Team Building:** A management style which entails facilitation and development of communication, coordination, and camraderie among a group of workers. These workers often have responsibility as a group for a final product or service from beginning to end.

- **Sociotechnical Design:** An organizational approach whereby an appreciation of the interactions between technology, organization, and job structures is taken into account for the purpose of attaining the best match between people, practices, and machines.

Figure 2. Summary of several quality of work life (QWL) characteristics and techniques

SOURCE: Pratzner and Russell, *The Changing Workplace*, 4.

Interpersonal Skills

Interpersonal skills are needed in many facets of organizational life, including group activities. Interpersonal skills are attitudes and attributes of individual behavior, examples of which are shown in figure 3. The trait of self-direction is valued in high-involvement companies because self-directed workers lose less time waiting for a supervisor to tell them to get started or to switch to a different task. Companies with a participative management philosophy trust employees and feel they are intelligent enough not to need constant supervision.

- Work effectively under different kinds of supervision (i.e., flexibility).
- Work without the need for close supervision.
- Show up on time for activities and appointments (i.e., punctuality/ reliability).
- Work effectively when time, tension, or pressure are critical factors for successful performance (i.e., perseverance).
- See things from another's point of view (i.e., empathy).
- Engage appropriately in social interactions and situations.
- Take responsibility and be accountable for the effects of one's own judgments, decisions, and actions (i.e., responsibility).
- Plan, carry out, and complete activities at one's own initiative (rather than be directed by others) (i.e., diligence/initiative).
- Speak with others in a relaxed, self-confident manner.
- Initiate task-focused or friendly conversations with another individual.
- Accomplish cross-training, retraining, and upgrading activities effectively.

Figure 3. Examples of interpersonal skills

SOURCE: Pratzner and Russell, *The Changing Workplace,* pp. 47-53.

Similarly, flexibility is valued in employees. Flexible workers can interchange tasks within a short period of time, as needed, and can be retrained for a different job as the company undergoes more fundamental shifts. Along the same lines, the characteristics of being open and curious to learning are especially necessary in companies that use autonomous work groups and where change and improvement are ongoing processes.

Assertive employees are desired by high-involvement companies because they are willing to express their opinions even if they differ from their co-workers' or supervisors' opinions. In this way, all possible suggestions or ideas for improvement may be considered.

The ability to share information or help teach others is also useful for facilitating employee substitutions and avoiding a slowdown in production. The substitution may be impossible unless workers are willing to teach and learn from each other. Sharing techniques for saving time and effort or for doing a more thorough inspection is necessary when striving for a higher-quality product or less-costly service.

Participative management companies also need employees who are willing to accept responsibility for their own work. In the process of sharing decision making and joint input, the need for responsibility throughout the organization grows. If individual workers and managers are to ensure the quality of their own work, they must be willing to admit when a mistake has been made and do the extra work necessary to correct it, if possible.

These companies seek employees who have human interaction skills. Interpersonal skills are admittedly related to an individual's upbringing, life-style, and personality, but they may also be enhanced or facilitated by the work environment.

Group Process Skills

Group process skills enable members of a group to understand the dynamics of small groups and how to work productively within them. (See figure 4.) Individuals with knowledge of role theory and norm theory have a better understanding of what group membership means, how group roles may conflict with other roles within the organization, and how to deal with other groups to get things done. Abilities in all these areas mean fewer roadblocks to group effectiveness.

Information on techniques for structuring discussions, such as brainstorming, parliamentary procedures, nominal group processes, and group discussion, is all useful to members of task-oriented groups. These techniques help groups stay on target and accomplish their objectives with less waste of time, both of which are mutual goals of the company and individuals.

A cooperative attitude is necessary to work effectively in high-involvement companies. Company representatives emphasize often that they prefer employees who have a team spirit and who like to work with others. These representatives feel that schools, as they currently exist, foster individual effort rather than group effort. Company representatives also indicate that most employees can adjust to working in groups, rather than as individual performers, if they are oriented to this way of thinking.

Companies that emphasize maximal use of human resources at all levels also try to enhance leadership skills at all levels. Companies need problem-solving group leaders. Inasmuch as all of these leaders may work below the supervisory level, leadership skills should be available throughout an organization.

Problem-solving Skills

For an organization to operate at its optimum, employees at all levels should possess problem-solving skills. The steps involved in problem solving, which is a part of the scientific method, include: problem identification, cause-and-effect analysis, data collection and analysis, generation of alternatives, selection of solutions, implementation, and evaluation. (See figure 5.)

- Work cooperatively as a member of a team.
- Get along and work effectively with people of different personalities.
- Explain persuasively the logic or rationale underlying judgments, decisions, and actions arrived at by a group or a team to which you belong to (i.e., group participation/responsibility).
- Coordinate one's own tasks and activities with those of others.
- Instruct or direct someone in the performance of a specific task.
- Demonstrate to someone how to perform a specific task.
- Assign others to carry out specific tasks (i.e., delegating responsibility).
- Initiate and draw others into task-focused or friendly group conversations.
- Join in task-focused or friendly group conversations.
- Plan and convene group meetings.
- Lead and manage group meetings.
- Lead a group to resolution of disputes or conflicts in the views, opinions, or positions among its members in order to achieve consensus on decisions or actions.
- Follow established procedures for group participation and decision making.

Figure 4. Examples of group process skills

SOURCE: Pratzner and Russell, *The Changing Workplace*, pp. 47-53.

Identifying the problem is a crucial step in the problem-solving process. If the problem or issue is not defined correctly, it will never be solved, wasting both time and effort. Companies operating in a highly competitive world market do not have time to solve the wrong problem. Diagnosing a problem through a cause-and-effect analysis usually involves the use of various techniques including brainstorming. Problem solving is often done on a group level as well as an individual level. A group perspective may facilitate a creative, yet rational analysis because many values and perceptions are represented.

Data collection and analysis are tools applicable to many settings. Developing checklists, tabulating frequencies and percentages, and displaying results are techniques used to identify such crucial business factors as work flow, employee productivity, absenteeism, or needed inventory control. This information enables groups to determine if some factor is causing a problem and later provides a basis for comparison; therefore, workers essentially need research and evaluation skills.

After analyzing the problem, a quality circle or similar group will: generate potential solutions, choose one or more for implementation, and either implement it themselves or present their analysis and proposal to management for approval. It is management's responsibility to provide feedback—be it positive or negative.

- Recognize or identify the existence of a problem, given a specific set of facts (i.e., an anomaly, ambiguity, uncertainty).
- Continue to function effectively in the face of ambiguity or uncertainty.
- Ask appropriate questions to identify or verify the existence of a problem.
- Enumerate the possible causes of a problem.
- Formulate alternative descriptions or statements relating a problem to its possible cause.
- Identify important information needed to solve a problem.
- Generate or conceive of possible alternative solutions to a problem.
- Describe the application and likely consequences of possible alternative problem solutions.
- Compare the application and likely consequences of alternative problem solutions and select a solution that, on balance, represents the best course of action to pursue.

Figure 5. Examples of problem-solving skills

SOURCE: Pratzner and Russell, *The Changing Workplace*, pp. 47-53.

Decision-making Skills

The skills involved in making decisions relate to and overlap with those of problem solving. (See figure 6.) If management wishes to gain from the expertise of all its workers, decision-making skills are needed by these individuals. Even if the right to make final decisions is retained by management, employees at all levels need to be able to recommend decisions to management.

Decision-making skills encompass the ability to assess risk, to review data and identify insufficient or conflicting information, and to understand how values relate to choices. Decision makers need to recognize that values shape the perceived desirability of choices. Those companies where workers' goals are the same as management's have a greater chance of succeeding because important values are shared and decisions are made that reflect shared values.

Workers and managers usually can only assess risk of change within their own areas because that is the part of the company about which they have the most information. Further risk assessment may take place at higher levels of management, but all workers need an awareness of how to make decisions for those areas over which they have authority, how to make decisions for recommendation purposes, and how to understand the logic behind management decisions.

- Estimate the potential likelihood of some event's occurrence and probable consequences.
- Project resource requirements for alternative scenarios.
- Determine relevance and quality of available data and information.
- Identify information that is needed and that could be located or generated.
- Delineate values and assumptions underlying various options.
- Use appropriate process or choice models in order to facilitate making a decision.

Figure 6. Examples of decision-making skills

SOURCE: Pratzner and Russell, *The Changing Workplace*, pp. 47-53.

Planning

Individuals at all levels of an organization need planning skills so they can assist in meeting their individual and company's goals. (See figure 7.) Planning involves the establishing of goals and objectives and a means to achieve them. Goals and objectives must be set not only for business decisions but for professional growth and personal life as well. This is an area often overlooked in our education process—students will achieve much greater rewards if they first determine their own goals and objectives.

Goal setting requires knowledge of actual and ideal achievements. Individuals must know their own strengths and weaknesses in order to set realistic goals and objectives. To be effective, planners must know how their individual goals mesh with those of the division or department and the overall organization. Goals must then be made operational through action steps or measurable objectives. These steps must be developed in such a manner as to allow evaluation and feedback.

Communication Skills

The ability to communicate orally and in written form by individuals and within groups is important in any job. (See figure 8.) One reason why communication skills are critical in companies with the participative management style is that flexibility and constant change for improvement

are crucial for company survival. Suggestions for change, and information on how to change most effectively, have to be communicated in some manner. Workers who previously have worked mainly with their hands will now be presenting to management their ideas on how to save the company money, and management will have to learn how to listen. All employees of a company will have to learn how to listen to each other if they wish to put participative management into practice.

- Set priorities of or the order in which several tasks will be accomplished.
- Set the goals or standards for accomplishing a specific task.
- Enumerate a set of possible activities needed to accomplish a task.
- Determine how specific activities will assist in accomplishing a task.
- Select activities to accomplish a specific task.
- Determine the order of the activities or step-by-step process by which a specific task may be accomplished.
- Estimate the time required to perform activities needed to accomplish a specific task.
- Select the materials, tools, equipment, or other resources to perform the activities needed to accomplish a specific task.
- Periodically revise or update activities and plans for accomplishing a specific task.

Figure 7. Examples of planning skills

SOURCE: Pratzner and Russell, *The Changing Workplace*, pp. 47-53.

Thinking/Reasoning Skills

Most persons are not born knowing how to be logical or creative; however, these thinking skills, as well as others, may be critical in all aspects of life. (See figure 9.) The need for employees at all levels to be thoughtful and logical has increased. Many of the skills necessary for working in participative firms involve thinking—thinking about how to improve the company and the quality of life at work. Skills in thinking and reasoning are desired so that management alone is not responsible for coming up with all the innovative ideas, planning how to implement them, and solving problems and making decisions along the way. The fact is that all levels of employees now need to know more about managing an organization. Additionally, in a quality of work life climate, a kind of learning ability is needed in which the learners have a capacity to create order and meaning out of their world. This is different from an emphasis on merely being able to acquire correct information. It seems to include the ability to deal with ambiguity and uncertainty, to deal with and "manage" differences, and to visualize and make informed judgments about multiple outcomes and realities.

Reading

- Gather information or data from books, manuals, directories, or other documents.
- Read graphs, charts, and tables to obtain factual information.
- Read short notes, memos, and letters.
- Read forms.
- Look up the meaning, pronounciation, and spelling of words in a standard dictionary.
- Look up names, numbers, and other information (e.g., dialing instructions) in a telephone directory to make local and long-distance calls.
- Review and edit other's correspondence, directives, or reports.

Writing

- Compose written correspondence, directives, memos, or reports (i.e., connected discourse).
- Write sentences or phrases to fill out forms accurately.
- Punctuate one's own correspondence, directives, or reports.

Speaking

- Speak fluently with individuals and groups.
- Pronounce words correctly.
- Speak effectively, using appropriate eye contact, posture, and gestures.

Listening

- Restate or paraphrase a conversation to confirm one's own understanding of what was said.
- Ask appropriate questions to clarify another's written or oral communications.
- Attend to nonverbal cues, such as eye contact, posture, or gesture, for meanings in other's conversations.
- Take accurate notes from spoken conversations.

Figure 8. Examples of communications skills

SOURCE: Pratzner and Russell, *The Changing Workplace*, pp. 47-53.

- Generate or conceive of new or innovative ideas.
- Try out or consciously attempt to use previously learned knowledge and skills in a new situation (i.e., make a transfer hypothesis—"I wonder if situation B is somehow or other related to or like situation A, and if so, can I use this knowledge or skill in this new situation?").
- Explain the main idea in another's written or oral communication.
- Recall ideas, facts, and other information accurately from memory.
- Organize ideas and put them into words rapidly in oral and written connected discourse.
- Interpret feelings, ideas, or facts in terms of one's own personal viewpoint or values.
- State one's point of view, opinion, or position.
- Defend one's opinion, point of view, or position.
- Distinguish between fact and opinion in one's own and in others' written and oral communication.
- Compile one's own notes from several written sources into a single report.
- Compile ideas, notes, and materials supplied by others into a single report.
- Carry out correctly written or oral instructions given by another.
- Observe another's performance of a task to identify whether the performance is satisfactory or needs to be improved.
- Ask questions about another's performance of a task to identify whether the performance is satisfactory or needs to be improved.

Figure 9. Examples of thinking/reasoning skills

SOURCE: Pretzner and Russell, *The Changing Workplace*, pp. 47-53.

Organizational and Management Skills

Traditional skills taught to managers or learned by experience now must be shared with all levels of employees. For years, management texts have discussed business economics, operations, human resources management, and statistical quality control. These subjects must be taught to workers at all levels for companies to function effectively.

Business Economics

A knowledge of the costs required to run a business, a typical profit margin, the effect of waste and downtime, the expense of benefits, and the relationship between expenditures and income are crucial for thoughtful involvement in increasing company profit and reducing costs. (See figure 10.) Employees who do not understand the connection between the price of the product their firm markets and the wages and benefits that they receive or the amount of scrap at the end of the day cannot be expected to be very helpful in a program to provide a better product at less cost. Companies that are trying to improve quality, increase productivity, and heighten worker satisfaction have begun to teach their employees microeconomics, that is, economics as it relates to the internal working of the organization. They provide instruction about how a dollar from a sale is expended in operating the business, how the company stands in the world market or within the National economy, and how each individual employee's efforts contribute to the overall financial health of the organization.

- Estimate profit margin and primary production expenses for the company.
- List primary governmental regulations affecting company.
- Delineate critical factors affecting company productivity.
- Discuss international, national, or local (whichever is most appropriate) economic conditions as they affect company stability.
- Make cost-savings suggestions for improvement.
- Estimate savings due to company from various changes in process.
- Discuss free-enterprise, capitalist, socialist, and communist, economic/governmental modes of operation.

Figure 10. Examples of business economics skills

SOURCE: Pratzner and Russell, *The Changing Workplace,* pp. 47-53.

Some companies use incentive-based reward systems to encourage the application of knowledge about the firm's economic status and thereby improve profit for both the company and its employees.

Business Operations

Just as workers and managers in companies need to know about the financial workings of their firms, they also need to know how the business operates functionally. (See figure 11.) This stems from the basic need for understanding how all of the individuals and departments in a business are necessary and interlocking components. Employees who know how their efforts fit into the larger scheme are more likely to take pride in and assign meaning to their work. Workers and managers need to understand the coordination of resources, systems, and the relationships among the functions in their company. This knowledge encourages all staff to act as a whole, helps to reduce duplication of effort, and encourages corrective feedback and information flow among functions—all of which save money, enhance quality, and make work more satisfying.

- Name organizational functions within the company (i.e., manufacturing, marketing, finance, personnel, etc.) and each of their goals.
- Discuss the nature of the relationship between functions.
- Develop organizational charts showing alternative ways of organizing.
- Explain concepts of centralization and decentralization, division of labor, informal and formal organization.

Figure 11. Examples of business operations skills

SOURCE: Pratzner and Russell, *The Changing Workplace*, pp. 47-53.

Management

When all employees are involved in management-type tasks, they need to know what managers need to know—management theory, the relationship between performance and other factors, models of communication, and the basics of human resources development. (See figure 12.) They may also need information about such issues as power, control, authority, delegation, job analysis, change processes, and feedback and appraisal. Knowledge and skills in these areas are necessary because management must plan, organize, implement, and control work to achieve some purpose. When all employees are involved at all four of these stages, then all are practicing managers and are theoretically a part of the management team.

- Name and briefly describe the major management theories (e.g., Theory X and Y, Managerial Grid).
- Delineate possible factors within an organization that may affect performance and productivity.
- Describe different forms of communication within an organization and provide examples.
- Discuss the concepts of power, control, authority, and delegation.
- Analyze functions within one job or operation.
- Describe factors affecting change process within an organization and discuss potential blocks or constraints to the implementation of change.
- Name criteria upon which work performance could or should be evaluated; discuss appraisal processes and purposes.
- Apply career development concepts to individual planning.

Figure 12. Examples of management skills

SOURCE: Pratzner and Russell, *The Changing Workplace*, 47-53.

Statistical Quality Control

One of the major types of changes in business and industry work design is the shift of responsibility for quality from an "end-of-the-line" inspector back to each work unit and each worker. This means that both inspection skills and knowledge of statistical quality control are required. (See figure 13.) Inspection skills may vary according to the product. Statistical quality-control techniques, however, are applicable across many settings.

Statistical quality control involves an understanding of standards and control limits for quality, sampling, measurement and data collection, and development of control charts.

Quality of Work Life Principles and Techniques

If students are to understand the importance of the skills and knowledge mentioned in this section, they need to understand the differences in the philosophy of work between a scientific management, technological work design and a democratic, sociotechnical philosophy. (See figure 14.) In addition to having an awareness of the roles that organized labor has played and its contributions to the evolution of quality of work life activities, students should also appreciate the critical distinctions between the philosophy, values, and models of quality of work life developments and the methods and techniques by which these values and beliefs are implemented in the workplace.

- Define concepts of universe, sampling, variability, random selection, central tendency, dispersion, correlation, standard deviation.
- Define specifications, defects, tolerances, control limits, inspection, quality control.
- Develop mock checksheets, histograms, cause-and-effect diagrams, pareto charts, milestones or timeline charts, bar graphs, pie charts, scatter diagrams, pictographs.
- Develop a control chart and describe its various components and purpose.
- Complete the following types of exercises:
  - add, subtract, multiply, and divide whole numbers, fractions, and decimals;
  - solve word problems;
  - compute percentages, averages;
  - use a calculator; and
  - perform metric conversions.

Figure 13. Examples of statistical quality-control skills

SOURCE: Pratzner and Russell, *The Changing Workplace,* 47-53.

- Learn definitions of QWL concepts and approaches.
- Learn underlying QWL philosophy and rationale.
- Learn about QWL history and development.
- Learn about QWL methods and techniques.

Figure 14. Examples of quality of work life areas of learning need

SOURCE: Pratzner and Russell, *The Changing Workplace,* 47-53.

PART 2

LEARNING STRATEGIES TO DEVELOP NONTECHNICAL SKILLS

APPLICATION TO BUSINESS AND OFFICE CURRICULA

Business and office education curricula present a wealth of opportunities to infuse activities that have explicit objectives of developing within learners nontechnical skills that are essential to success in the workplace. Such nontechnical competencies as decision making, problem solving, planning, communication skills, and interpersonal skills have long been recognized by business educators as important to their students, but often the educational objectives to develop these skills are simply implicit in the learning activity, rather than being intentional and visible. By making these objectives very explicit and by applying learning strategies to achieve them, the development of these nontechnical competencies is no longer left to chance.

The emphasis is on infusion into existing courses rather than on extending the curriculum, for most curricula are well established. However, by the selection and application of learning strategies and techniques within each course, students can be provided with experiences to develop these essential nontechnical work competencies.

In business and office education, students take skill, academic, and experiential courses. Skill courses include the popular typing, shorthand, word processing, and secretarial practice courses, among others. Representative academic courses are introduction to business, economics, business management, psychology, and communications. Experiential courses refer to internships, cooperative education, field experiences, live work, and group simulations. The instructional strategies described in the next section apply to these three major categories of courses. You can add your own instructional strategies to those listed below. The instructional strategies that follow are presented as a source of ideas from which you can choose to meet your particular need or situation. Suggestions are presented that can be used in the classroom, laboratory, or training workplace. Provided along with descriptions of instructional strategies is an identification of instructional resources that can be used with each strategy. Annotated bibliographic descriptions of these resources are provided. Microcomputer software is included among the resources, not only to represent current educational technology, but also to provide learning experiences through a medium reflective of the business environment.

Audiovisual Approach

Description and Purpose

Audiovisual materials bring into play both the hearing and sight of the student and are an effective tool to generate interest in a subject, to illustrate experiences or situations that are difficult to duplicate in the classroom, and to help provide information about a topic. The most common types of audiovisuals used in the classroom are: movies, filmstrips, videotapes, slides, bulletin boards, and transparencies. These materials help supplement a unit or subject area and can be used in any curriculum.

Nontechnical Competencies Developed

Most audiovisuals are not designed to stand on their own merits alone; they are designed to supplement some other type of instructional materials, such as a textbook or workbook. They may rely on group discussion or additional activities to achieve their intended purpose. This technique tends to develop nontechnical competencies such as *listening*, *logical thinking*, and *paying attention*. Many times instructors will use preprinted questions that correspond to a film, for example, to determine just what the student learned. Up-to-date films, slides, and so forth often present the student with a "current" look at what is occurring within the office setting.

Applications in Business and Office Curriculum

These materials can readily be included into almost every area of the curriculum. The instructor must be aware of the purpose for using the audiovisual and communicate that goal to the student.

Instructor and Student Roles

The major role of the instructor utilizing this technique is to select the proper audiovisual material, explain the goals and objectives of the material, instruct the students in what to look for, ask for discussion at the conclusion of the presentation, and ask for feedback as to the effectiveness of the media used. The major role of the students involves listening effectively, discussing any material not understood or with which they do not agree, and giving the teacher feedback as to the effectiveness of the material presented.

Procedures and Activities

The procedures necessary to implement this method of instruction include selecting the proper audiovisual method, setting goals and objectives, creating the environment for best audience response, making certain that the equipment needed is in proper working condition, encouraging questions, and soliciting feedback.

Resources

There are a multitude of resources to use with this technique. Be very careful to select the resource that meets the needs of your unit of study.

"Communicating Effectively: An Essential Skill For Job Success." University Park: Audio-Visual Services, The Pennsylvania State University, 1977. 20 min., color 22017, $17.50 (rental).

This videotape makes the point that as communication skills improve, interpersonal relations, job satisfaction, on-the-job achievement, and success in general seem to flourish as well. It notes specific techniques, both verbal and nonverbal, which enhance the ability to communicate effectively.

"Communication: The Nonverbal Agenda." University Park: Audio-Visual Services, The Pennsylvania State University, 1974. 30 min., color 32009, $21.50 (rental).

In this film, the importance of being able to recognize the nonverbal messages that one receives and sends is emphasized. Examples include interviews between an executive and three department heads, and a male-female encounter in a bar. Covered in the film is how communication problems between administrators, as well as manager-subordinate relationships, are worked out.

"Decisions." University Park: Audio-Visual Services, The Pennsylvania State University, 1980. 26 min., color 33321, $21.50 (rental).

This film examines the decision-making process from both a practical and psychological point of view and analyzes the reasons why decisions are difficult due to feelings of self-doubt, anxiety, and the fear of being wrong. It states that awareness of these feelings may help to overcome them and lead to the self-confidence necessary to effective decision making in a business or personal setting.

Gallagher, Richard R. "How to Improve Your Listening."1 cassette, 30 min., $18.00.

This audio cassette addresses listening improvement by identifying four problems and telling how to overcome them. It spots 10 bad listening habits, helps dispel 5 false ideas about hearing, and offers 12 suggestions for grasping the 85 percent we customarily miss in listening to others. A pretest identifies listening level.

"Perception." University Park: Audio-Visual Services, The Pennsylvania State University, 1979. 28 min., color 32953, $22.50 (rental).

By using film clips, visual experiments, and works of art to identify the various factors (such as social upbringing, culture, and media) that affect the way people develop personal and subjective awareness of objects and events around them, this film shows that no two people "see" the same thing in precisely the same way and depicts, in several business and social vignettes, the consequences of individuals perceiving situations differently.

Case-Study/Problem-solving Method

Description and Purpose

The case-study/problem-solving method represents an approach in which students examine all dimensions of a real or theoretical problem based on the data. The purpose of this method is to develop problem-solving skills, assist students in recognizing that a single problem may have many potential solutions, and enable students to develop their analytical and decision-making capabilities.

Nontechnical Competencies Developed

Case-study problems are among the most valuable materials available for classroom use in developing individual and group problem-solving skills. Decision-making skills are developed as students learn to investigate, research, and analyze data in order to make sound decisions. The answers to case problems can be presented orally or in writing. Individual presentations give students opportunities to develop and practice a variety of communication skills. Nonverbal aspects can also be refined using this technique. Using group presentations gives students an opportunity to work individually and collectively. They can develop greater competence in the areas of self-expression, teamwork, and interpersonal skills. Written reports enable students to refine basic writing and compositional skills. Quality of work life skills can be developed as students explore case problems.

Application in Business and Office Curriculum

The case-study learning strategy can be utilized easily in all business and office courses. Case-study problems can be developed to simulate actual job situations. This is particularly effective as students perform a simulation, practice set, or in-basket project. Case analysis gives students an opportunity to apply and integrate concepts they have learned in preceding course work. Incidents or short cases adapted from end-of-chapter cases in the text are also very effective. Case studies can be used to generate discussions and bring reality to abstract concepts and situations involving business and social values.

Instructor and Student Roles

The major instructor roles are to provide background information and explanations, clarify the problem, maintain direction and focus on important issues, provide guidance in decision making and problem solving, and help assess the solutions. Students participate actively in the learning strategy as they assist in developing the background of the problem, suggest possible solutions or courses of action, decide on the action to be taken, apply the proposed alternative to the problem, and evaluate the results of the proposed action.

Procedures and Activities

Case studies can be used with individual students, small groups, or an entire class. The problem-solving procedures are the same regardless of group size:

- **Define the Problem:** The problem should be isolated and clearly defined.

- **Collect Data:** Relevant information is compiled with respect to the problem.
- **Analyze Data:** An analysis is made of the factors that contribute to the problem.
- **Identify Alternative Solutions:** A number of alternative solutions are projected and examined.
- **Make a Decision:** One or more solutions are proposed and the proposed solution or solutions are applied.
- **Assess Alternatives:** Evaluate the solutions for their effectiveness in dealing with the problem.

Case-study problems often have no exact right or wrong answers; the processes by which the student arrives at an answer may be more important than the answer itself. Adequate time must be provided to give students an opportunity to consider each of the alternatives if the *best* solution is the desired outcome. The actual time requirements will vary depending on the length and involvement desired in the case-study problem. Some activities to be used with this teaching strategy are listed below:

- To get students involved in end-of-chapter cases, appoint several students as discussion leaders on a rotating basis.
- Assign the same case to several small groups and have each group discuss the case, reach a consensus, and give a brief report. Present several solutions for the problem. Use the rationale for the solutions for further discussion.
- Select a comprehensive case, break it down into smaller segments. Use the smaller segments of the case for study throughout the term.
- Discuss actual case studies from work situations using a variety of handout materials. Incorporate role playing from the cases so that the entire class becomes involved as they discuss the problems expressed by the players, possible alternatives, and the proposed solution.
- Assign cases for individual analysis. After being given a problem, students must determine its best solution.
- Use essay questions on exams to emphasize the need for each student to be able to reach an independent decision.
- Conduct a class discussion on the facts of, probabilities of, and alternative solutions to a problem. This helps students think, make decisions, analyze, and evaluate the importance of decisions.
- Present cases on a variety of topics or subjects. An example is human relations concepts that can provide an excellent review of concepts and at the same time give students a chance to apply them appropriately.

Resources

Listed below is a partial list of resources available for the case-study/problem-solving teaching strategy.

Abram, Robert E.; Covert, Barbara; and Kitchen, Kate. *Teacher's Guide to Transferable Skills*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1982.

This handbook features guidelines and activities in four major skill areas: problem solving, interpersonal, computation, and communication. The set includes a teacher's guide and three filmstrip/tape programs: "Change," "About Transferable Skills," and "Problem Solving."

Campbell, Robert E.; Wynn, George A.; and Ransom, Robert M. *Coping in the World of Work: Practice in Problem Solving*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1977. Instructor's handbook; student guide; masters for handouts; filmstrip/cassette program with scripts.

This set addresses the psychological adjustment aspects of work-related problems. The unit is designed to assist individuals in the development of coping strategies that deal with work-entry and job-adjustment problems. The kit is available as a classroom set with materials for 30 students, or by individual component.

Conover, Hobart; Berlye, Milton; and Gordon, Sanford. *Business Dynamics*. Indianapolis, IN: Bobbs-Merrill Educational Publishing Co., 1982. Hardbound text; student activities manual; teacher's guide.

This book will prepare students in a business, vocational, or occupational curriculum to enter the work force. The text covers decision making, human relations skills, career guidance, business economics, and computer literacy. It is illustrated throughout with special cases and activities.

Creative Materials for Developing Positive Attitudes. Pittsburgh, PA: Gamma Chapter, Delta Pi Epsilon, University of Pittsburgh, 1975.

This resource provides 10 activities pictorially designed to explore and clarify students' attitudes in office situations, 10 accompanying teacher's guides with behavioral objectives, and a research-based evaluation scale. These creative materials are designed to help business teachers deal with the problem of developing positive attitudes by means of activities in the classroom.

Creative Problem Solving. New York: American Management Association Extension Institute, n.d. Audiocassette workbook.

This workbook presents a complete, in-depth understanding of the processes you need to harness your creativity and use it to solve whatever problems you may confront. You'll soon learn to generate new and innovative ideas with clockwork regularity, select the most useful solution from the many you generate, translate this solution into practical terms and specific strategies, win support for your ideas, and put them into action. The workbook contains numerous activities and exercises that show you how your creativity is growing.

"Creative Problem Solving: How to Get Better Ideas." Del Mar, CA: CRM McGraw-Hill, n.d. 27 min., color, 16mm, $560 (purchase), $55 (rental, 1-3 days), or free preview.

This film discusses the various reasons why managers and subordinates alike will stifle their own creativity for fear of "looking ridiculous" while experimenting with new ideas. Then, viewers learn how these inhibitions can be skirted to encourage inventiveness within an organization, and how leaders can learn to manage proactively to encourage creative problem solving.

Fulton. *Exploring Human Relations*. Geneva, IL: Houghton Mifflin, 1982. Text-workbook; teacher's manual.

This modern, practical text-workbook gives students an understanding of basic concepts of human relations. Through group discussions, role playing, individual projects, and case studies, students have an opportunity to review and apply these concepts. The text focuses on developing personal understanding, communicating with others, becoming an effective employee, thriving in today's changing world, and setting personal and career goals.

"Listening: A Key to Problem Solving." University Park: Audio-Visual Services, The Pennsylvania State University, 1979. 22 min., color 22785, $19.50 (rental).

This film emphasizes key barriers to listening and solutions that may be tried when individuals don't listen effectively. It provides a realistic problem-solving exercise by presenting many options and potential solutions to a particular listening problem. The case study involves a manager who doesn't "hear" a competent employee's verbal and nonverbal objections to a promotion, overrides the objections, and now must deal with an employee who was a good worker but is a poor manager.

Maier, Norman R. F.; Solem, Allen R.; and Maier, Ayesha A. *The Role-Play Technique: A Handbook for Management and Leadership Practice*. Culver City, CA: University Associates, n.d. Paperbound.

This paperbound guide provides an opportunity for skill practice as well as discussion of ideas and issues by combining two practical approaches to training—the casebook approach and multiple- or single-group role playing. The 20 cases presented deal with a wide range of management problems, including personnel-appraisal interviews, changes in work procedures, assignments, employee status and recognition, and discriminatory practice.

"Problem Solving Strategies: The Synectics Approach." Del Mar, CA: CRM McGraw-Hill, n.d. 28 min., color, 16mm, $495 (purchase), $50 (rental, 1-3 days), or free preview.

From this film, viewers learn a simple set of innovative strategies that can be used to stimulate organizational creativity and streamline problem solving. The techniques used are applicable to both individual and group idea-generating sessions, in a variety of business, organizational, and industrial areas.

"Problem Solving Strategies: The Synectics Approach." University Park: Audio-Visual Services, The Pennsylvania State University, 1980. 28 min., color 33303, $23.50 (rental).

This film depicts a case study of a problem-solving laboratory conducted by Synectics, Inc., a consulting firm that specializes in teaching the process of creative problem solving. It shows strategies that can be used to stimulate organizational creativity and streamline problem solving for both individual and group idea-generating sessions in a variety of business, organizational, and industrial areas.

Richard, Paul W. "Critical Thinking, Fundamental to Education for a Free Society." *Educational Leadership* 42, no. 1 (September 1984): 4-14.

This article outlines short- and long-term strategies to improve the teaching of problem-solving skills from the present state of the art to what we should ultimately strive to achieve.

Schlacter, John L., and Ostrom, Lonnie. "Use of the Case Method." *Journal of Business Education* 50 (June 1975): 163-64.

"Sexual Harassment: That's Not in My Job Description." University Park: Audio-Visual Services, The Pennsylvania State University, 1981. 19 min., color 23056, $23.50 (rental).

Presented are case studies of sexual harassment in the workplace, including harassment situations involving males, females, and homosexuals. This film discusses preventive measures that can be taken by employees and points out the difficulty in determining when sexual harassment has taken place. It also explains that the Equal Employment Opportunity Commission guidelines state that "unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment."

Demonstration Method

Description and Purpose

The demonstration method is a step-by-step presentation that focuses on the following dimensions: how something works, how it is done, what makes it work, and what happens in the process. The demonstration method is useful because it attracts and holds the students' attention, is easily understood, is convincing, and ties theory with the application. Demonstrations can be used both as teaching and testing devices. The teacher can save time and improve instruction by *showing* how rather than by *telling* how. The demonstration is also effective as a testing device for students—it is often a better criterion of mastery than is question-answer recitation.

Nontechnical Competencies Developed

The demonstration method is useful in developing *listening skills* and *oral communication skills*. As the demonstration is being performed, students may be asked to give immediate feedback by restating steps performed to confirm their own understanding and to help broaden their observation techniques. Demonstrations made by individual students provide a vehicle for developing *speaking skills* and *planning skills*. *Problem-solving* and *decision-making skills* are utilized in the demonstration method as the student describes an application and the likely consequences of possible alternatives; questioning from members of the class also facilitates these skills. Videos can be used to help students critique their own presentations.

Application in Business and Office Curriculum

The demonstration method is used extensively in presenting information in skill-developing courses and reinforcing lecture courses. Demonstrations by students to the class can be incorporated in nonskill courses; for example, in an introductory word processing course, students can provide a demonstration of a particular skill to help illustrate the instructor's lecture.

Instructor and Student Roles

In this approach, the instructor organizes the tasks and points to be emphasized, assists in using the application presented during individual practice sessions, stimulates and challenges students to ask questions and relate past experiences to future steps, raises questions to clarify points, and conducts follow-up and evaluation activities. The students' roles often include helping to conduct the demonstration, observing the steps performed, questioning in order to check the effectiveness of the demonstration, and evaluating demonstrations performed by other students.

Procedures and Activities

During the demonstration, objectives and procedures should be clearly described. Each step should be performed slowly and carefully. The demonstration can be supplemented with literature, models, mock-ups, or other visuals. An outline or checksheet can be distributed to students during or at the end of the demonstration to help them summarize key points. The most important activities of the instructor are to communicate either by talking or using a chalkboard. Manipulation also

occurs through the use of tools, machines, materials, and related objects. Listed below are some activities for utilizing the demonstration method.

- Procedures for transferring calls, placing callers on hold, and dialing extension phones can be practiced, followed by discussion of problem calls and callers encountered on the job.

- Improvement in the performance of the daily routine can be achieved through each student's choice of a task or topic of special significance in the work station, and after research, demonstrating and reporting the findings to the class.

- Use of student demonstration materials and visual aids can be encouraged to foster creativity in planning and presentation, strengthen research skills, and increase the impact on the audience.

- Bulletin board displays demonstrating class projects, goals of programs, accomplishments of graduates, and so forth can be developed.

Resources

The following resources can be used in implementing the demonstration teaching strategy:

Handbook for Teachers of Adult Occupational Education. Albany: The University of the State of New York and Bureau of Occupational Educational Curriculum Development, State Education Department, 1977. Disseminated by The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio.

This book is a compilation of helpful information about teaching adults. It describes how adults learn and presents strategies for effective teaching. The practical, "how to" approach of this resource facilitates selecting strategies for presenting quality of work life learning activities.

White, Fletcher L., Jr. "Demonstration in Business Education." *Balance Sheet* 55 (February 1974): 202.

Discussion Method

Description and Purpose

The discussion method is an excellent instructional strategy for covering the essential points of a lesson while allowing individuals to ask questions of the instructor or other members of the class. The discussion is a verbal exchange of ideas, points of view, elements of subject matter, and perceptions for the purpose of clarifying and enriching the subject matter. There are several types of discussion that can be used effectively in business and office courses, including debate, panel discussion, conference-discussion approach, and group discussion. Each form of discussion helps develop an understanding of concepts and new information as well as modifies attitudes and as well as modifies attitudes and behaviors.

Nontechnical Competencies Developed

The discussion method provides opportunities for students to develop communication skills, particularly reading and oral skills. As students attain an appropriate level of content background prior to the actual discussion, reading skills are developed. Oral skills are increased as students gain more confidence in expressing their opinions in a group situation. Listening and questioning skills are enhanced during this teaching and learning strategy as well. Quality of work life skills and interpersonal skills are developed as students learn to respect differing opinions and points of view. Students can develop leadership skills when given the responsibility to lead a discussion. In a related class, students are presented with an ideal opportunity to discuss quality of work life skills encountered on the job. Group decision making calls for perhaps the highest level of discussion ability, and when class discussions are aimed at making a particular decision, both individual and group experience in this area is provided.

Application in Business and Office Curriculum

The discussion can be utilized in a number of business and office courses; however, it is generally considered to be more suited to nonskill courses in subject areas such as word processing concepts, management, economics, data processing, secretarial techniques, clerical procedures, and records management. Opportunities are also available to use the discussion method effectively in skill courses as students are given an opportunity to exchange ideas and facts.

Instructor and Student Roles

Either the instructor or student can serve as the discussion leader. The roles of leaders and participants should be clearly defined. The discussion leader normally does the following: leads the discussion by moving it in specific directions consistent with the purposes; serves as stimulator, questioner, and challenger; and serves as a facilitator, decision maker, moderator, planner, and evaluator. The participants likewise have various and, to some degree, similar roles: planning the experience, setting goals, contributing to the content and substance, and evaluating the process.

Procedures and Activities

The purposes of the discussion should be developed with several important items in mind: they should be clearly stated, accurately understood by the participants, and presented in such a

way as to determine whether or not the goals can be attained. Sufficient time must be allocated to introduce, conduct, and close a discussion effectively. The proper preparation of the participants and discussion leader is imperative. Several procedures to consider are the selection of the leader; clarification of roles to be played; identification of appropriate resources; and the development of follow-up, feedback procedures, and nextstep activities. Some activities to be incorporated in the discussion method are listed next:

- Certain types of questions encourage group discussion. Both the leader and students can ask questions that guide and maintain discussion while including key points. Develop these kinds of questions:

  —Analysis questions include facts and seek responses requiring critical thinking.

  —Evaluation questions are similar to analysis questions but are usually based on quotations or statements.

  —Compare/contrast questions identify common elements and major differences and help to clarify facts.

  —Causal relationship questions identify causal relations or determine whether they exist.

  —Personalized questions involve respondents to the situations being discussed.

  —Descriptive questions elicit a story or set of facts and should be followed by analysis questions.

- The debate method may be tried where students prepare valid arguments concerning an issue such as sexual harassment.

- The conference-discussion approach provides a means for giving students a chance to talk about real or imaginary human relations problems. This approach is similar to case problems. The instructor can take an opposite view from the class to challenge class thinking and promote a more involved discussion. A considerable amount of interaction takes place when students project themselves into human relations problems.

- The seminar is another form of discussion that brings students together to discuss, challenge, or debate one or more presentations on topics given by one or more members of the group. Let students plan a seminar and evaluate the process. This activity provides an exceptional opportunity for students to work together and share in the work of others.

- An on-site seminar with people currently working in the business community provides students with an opportunity to interact in the work environment, to view actual business settings, and to become acquainted with a variety of occupational opportunities.

Resources

The following resources can be used in the discussion method:

Handbook for Teachers of Adult Occupational Education. Albany: The University of the State of New York and Bureau of Occupational Educational Curriculum Development, State

Education Department, 1977. Disseminated by The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio.

This book is a compilation of helpful information about teaching adults. It describes how adults learn and presents strategies for effective teaching. The practical, "how to" approach of this resource facilitates selecting strategies for presenting quality of work life learning activities.

Musselman, Vernon A., and Musselman, Donald L. *Methods in Teaching Basic Business Subjects*. Danville, IL: The Interstate Printers and Publishers, n.d.

This book provides specific teaching suggestions and classroom procedures for teaching basic business subjects. This resource contains many examples, illustrations, and techniques adapted from actual classroom observations and experiences of successful teachers.

Rich, John H. "Discussion: An Overlooked Teaching Method." *The Balance Sheet* 65 (May-June 1984): 10-11.

Field Trip Approach

Description and Purpose

Field trips to various business firms provide excellent opportunities for students to observe and analyze business activities in a natural setting. The field trip offers a means of utilizing the business community as a laboratory to supplement classroom experiences and provides an opportunity for pointing out vocational requirements and employment opportunities.

Nontechnical Competencies

The nontechnical competencies that can be developed from field trips are somewhat limited. Listening and note-taking skills can be practiced. Group process and interpersonal skills can be developed by giving students an opportunity to assist in planning the field trip. This activity is also valuable in building group morale, motivating students, developing socialization among students, and broadening observation techniques. Discussions can be utilized in identifying quality of work life skills observed during the field trip. Students are able to see interaction between supervisors and subordinates as well as workers under pressure.

Application in Business Office Curriculum

The field trip can be incorporated into any business and office course. The field trip selected should correlate directly with the topic being discussed or studied in class. The success of the activity depends on the plans for teaching the subject matter presented through the field trip. Teachers should discuss what will be seen and what they expect students to find out during the trip—possibly giving students an outline as a guide.

Instructor and Student Roles

The instructor is responsible for selecting a site (it is recommended that the teacher make the trip before deciding to use it as a class activity); preparing an outline or a checklist for student to use during the field trip; discussing dress, safety precautions, and so forth with students; discussing the objectives of the field trip with the host organization; and evaluating the effectiveness of the field trip experience. The student role includes acting as a responsible member of the class, participating on a committee to gather information for specialized areas, and evaluating the field trip as an effective secretarial field experience.

Procedures and Activities

In setting up field trips, the teacher (1) lets the students know why they are taking the trip, (2) makes certain the host organizations know why they are coming, (3) plans for the activity in class previously, (4) utilizes the learning in class work after the trip has been undertaken, and (5) conducts a follow-up study. The following activities facilitate student learning from the experience:

- Discuss the office setting, dress, equipment, and so forth at the next class meeting.

- Written reports or tests can be administered to get students' reactions or to identify any misunderstandings.
- Students can be given the responsibility to compose a letter of appreciation and thanks.
- A committee can be established to help plan the trip.
- Selected committees can be assigned to investigate specialized information (productivity requirements, how beginning courses are oriented to the jobs, and so forth).
- Students can evaluate the field trip as to effectiveness of what was seen, content of presentation, and rapport established with the person conducting the trip.
- During field trip, verbal exchange between students and workers can be permitted.

Resources

The following list can be used in implementing the field trip teaching strategy:

The Center for Vocational Education, The Ohio State University. *Direct Field Trips*, Module C-1. Athens, GA: American Association for Vocational Instructional Materials, 1977.

This competency-based, individualized instructional module provides learning objectives, learning activities, and background information to help persons develop proficiency in using field trips as an instructional approach.

Krepel, Wayne J., and DuVall, Charles R. *Field Trips: A Guide for Planning and Conducting Educational Experiences*. West Haven, CT: Distribution Center, National Education Association, n.d.

Warmbrod, Catharine P., and others. *Business-Industry-Labor Inputs into Vocational Education Personnel Development*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1980.

This handbook contains step-by-step procedures for planning and conducting such learning activities as taking field trips, using resource persons, and operating cooperative education programs.

Gaming Approach

Description and Purpose

Educational games are often simulations of real-life situations. Situations are created that simulate the problems, constraints, and resources of the real work environment. They are used to gain insight into one's own behavior and sensitivity to the perceptions and behavior of others.

Nontechnical Competencies Developed

The use of games and simulations enables learners to develop skills in several major areas: *analyzing*, *making judgments*, and *experiencing* their immediate consequences. Participants gain *insight* into their own behavior as they *interact* with others. They *develop sensitivity* to the perceptions, needs, goals, and supervisory styles, of those with whom they are playing the game. Students must also develop *time management* skills in order to complete the game in the appropriate time period.

Applications in Business and Office Curriculum

Games are a practical method for increasing student interest in business and office subjects as well as for providing a method to use in developing nontechnical competencies. Some game activities are not limited to a specific subject area but lend themselves well to any unit of study. An effective time to use the gaming approach might be at the end of a unit or while attempting to increase group interaction.

Instructor and Student Roles

The instructor assumes his or her normal leadership role only to get the "ball rolling"; afterward, the students assume roles of leadership. The instructor then becomes the observer, advisor, and possibly a regular player or an arbitrator if the situation arises.

Procedures and Activities

With this method, games may be purchased commercially, or they may be designed by the instructor. During the development process, objectives must be determined, participants' roles must be spelled out, rules must be established, and an evaluation procedure developed.

Activities utilizing the gaming approach to instruction include:

- Assign roles to the student according to the game being played and the objectives developed for that game. Do not let them assume that this is just a "time filler" and has no value in itself.
- Assign roles to students that force them to take a stand in a particular situation that is contrary to the one they would normally take.
- Encourage feedback from the students regarding the game.
- Encourage those students not actively involved with playing the game to observe the participants and evaluate their performance in terms of realism.

- Assign games to develop effective listening.
- Design games in which the participants must work together to succeed.
- Design games in which the participants must try to convince the other person that their ideas, opinions, and strategies are the best in the particular situation.

Resources

For this approach, teachers may develop their own games to meet the objectives of a particular unit of study. There are a number of games published by various vendors that might prove satisfactory.

The Corporation Job Game. Chatsworth, CA: Career Aids, n.d. 1 disk, 1 user's manual.

The object of this microcomputer simulation of corporate life is to teach job maintenance. Students learn how to keep their jobs and advance in the organization. Students attempt to climb three career ladders within an imaginary company. Rungs in the career ladder represent problems that must be resolved. Three imaginary characters represent high demand career areas: sales and marketing, data processing and accounting, and engineering and production. Each character has 9 to 12 situations to master. Students are awarded "power points" based on their answers and "energy points" that allow movement up the career ladder.

The Economy Game. Culver City, CA: Social Studies School Service, n.d. Board game includes: instructions, playing board, 6 sets of cards, play money, 1 die, goods and credit chips, and place markers.

This simulation board game of economic decision making is designed to demonstrate how our economy works. Players invest in businesses, savings accounts, and stocks; produce and purchase goods at prices regulated by supply and demand; earn college degrees and training credentials for economic advancement; and contend with government regulation. High risk choices, such as investing in stock or starting a business, exhibit greater potential for financial reward than such "safe" choices as living off salaries and interest from savings accounts.

Free Enterprise: A Business Management Game. Chicago, IL: Science Research Associates, n.d. Senior high to adult; microcomputer software.

Free Enterprise is a decision-making simulation that challenges players to make successful business decisions. Individuals or teams make quarterly decisions for companies in direct competition with one another. A business scenario, established before competition begins, sets the economic, production, and marketing environment for the game. *Free Enterprise* is based on a simulation developed by the IBM Corporation and used in training thousands of its managers. Players learn basic business principles while having fun. They exercise decision-making and analytical skills.

The complete program contains 1 diskette, a user's guide, a pad of 50 record sheets, and a pad of 50 decision sheets.

The software is available for the Apple II Plus (48K) or Apple IIe (64K) using disk drive (DOS 3.3). A printer is strongly recommended.

Miles, Robert H., and Randolph, W. Alan. *The Organization Game: Participant's Manual*. San Diego, CA: University Associates, n.d. Instructor's manual.

In this simulation, participants help to create and maintain a complex organization. Rules, tasks, and roles for multiple players are included.

Newstrom, John W., and Scannell, Edward E. *Games Trainers Play: Experiential Learning Exercises*. New York: McGraw-Hill Book Co., 1980.

and

Scannell, Edward E., and Newstrom, John W. *More Games Trainers Play: Experiential Learning Exercises*. New York: McGraw-Hill Book Co., 1983.

These companion books present a comprehensive sampling of training aids designed to enhance, illustrate, or fortify key points in a training session. The brief exercises included in this book address the following areas: climate setting and ice breakers, learning, brainteasers, perception, communication, presentation tools, conference leadership, listening, creative problem solving, self-concept, transfer training, and team building. The range of activities created in this extensive collection of games enables the development of the variety of skills needed in quality of work life, high-participation work environments.

STRIKE! The Labor Relations Game. Culver City, CA: Social Studies School Service, n.d. Simulation/board game includes: playing board, markers, dice, cards, money, and directions.

By representing major unions, players are introduced to the complexities of labor-management relations while they try to increase their memberships, organize specific employers, conduct union elections, and engage in collective bargaining and strikes. Described as "labor's answer to Monopoly," the game involves skills and chance. Players must make such decisions as how many members to commit to an organizing effort and how to deal with the vagaries of the Labor Relations Board and political and economic events. The winner is the first player to represent six employers (or a complete industrial or government sector) and to have at least 500,000 combined members and "benefit points." Time: flexible.

Supervisory Skills Series. New York: Training Development Center, n.d.

The Bridge Game develops joint goal setting, styles of supervision, and task delegation.

The Wood Blocks Game develops goal setting, motivation, and styles of supervision.

The Lumber Yard Game develops organizing for on-the-job training, feedback from learner, and instructional strategies.

The Performance Game develops criteria for employee evaluation, and interview techniques.

The Information Game enhances the ability to construct, transmit, and verify messages, and analyze communications breakdowns.

The John & George Interview develops interview techniques and critical listening.

The Blindfold Game develops interpersonal dependency and self-evaluation.

The Cork Balls Game emphasizes task analysis, design, and implementation.

The Nesting Boxes Game emphasizes planning, scheduling, directing, and controlling a production operation.

The Listening Game stresses the effect of individual needs and expectations on what is "heard."

The Writing Game emphasizes problem observation, identification, solution-by-writing, and critique.

The Sticks 'n Stones Game examines leadership, group morale, and effects of supervisory behavior.

Guest Speaker Approach

Description and Purpose

Guest speakers are usually persons from the business community, experts in a certain area of study, who come into the classroom to share their expertise with the students. Choosing the right speaker can really stimulate learning among the students. Getting students actively involved is another way to ensure that learning takes place. When outside speakers are used appropriately, the students realize learning is "for real" and not just something with which the teachers are cluttering their minds. Students realize that what the speaker said was from the business world itself and many times decide it is something worth knowing. Effective speakers often spark a better outlook toward the educational process than do teachers who work with the students day after day. Speakers who can relate to the various student interest levels are valuable aids in expanding the learning environment. Students will have heard not only the academic side of the work world but the practical side as well.

Nontechnical Competencies Developed

Through the use of the guest speaker approach to instruction, students will develop several nontechnical competencies. It is extremely important for students to develop skills for *effective listening* in order to get the most out of what the speaker has to say. Students must listen, digest the information, use the *decision-making* process to filter through the information given, and retain that which is important to them. As the students and guest speakers interact, skills in *oral communications, group processes, and interpersonal relationships* will be developed. As the speaker relates "real-life" experiences, the students will have an opportunity to observe some quality work life situations.

Applications in Business and Office Curriculum

Effective guest speakers can add much to any subject area. They add a practical touch to what the students have read in textbooks or have heard from their instructors. In addition, they provide credibility to what students are learning in a particular course and can stimulate students' desire for additional learning.

Instructor and Student Roles

The major role of the teacher is to choose a guest speaker who can relate to the students in an effective manner—a person who knows his or her subject matter and can communicate effectively. It is important that the information given by the speaker supplements the information covered in the course.

The student should be prepared for the guest speaker by knowing the topic of discussion and having some background information on the speaker.

Procedures and Activities

Procedures used with this method of instruction include: selecting appropriate speakers and giving them objectives and goals to be met, setting the proper environment (getting students prepared for the presentation, going over the goals and objectives to be met, and giving students background information on the speaker), introducing the speaker, and following up.

Some of the major activities used with this teaching strategy include:

- Encourage effective listening by following up the presentation with a quiz.
- Encourage student interaction with the speaker by providing the students with questions to ask after the presentation is completed.
- Require students to evaluate the presentation, both from the view of content as well as delivery.
- Encourage student suggestions as to additional guest speakers. Students might write letters of invitation, thank-you letters, and so forth.
- Have students prepare the introduction of a speaker. The student would meet the speaker when she or he arrives, get to know him or her a little bit, then introduce her or him to the class.
- Contact Professional Secretaries International and other professional organizations that relate to business and office education for speakers in certain areas of expertise.

Resources

The following is a list of resources that will aid in selecting a guest speaker, making it an effective experience, and finding ways to develop listening skills.

Meyer, Paul. "The Art of Creative Listening." Tomas River, NY: Tutor/Tape, n.d. 1 cassette, 35 min., $12.00.

"The Power of Listening." University Park: Audio-Visual Services, The Pennsylvania State University, 1978, 26 min., color 32324, $22.50 (rental).

Swearingen, Wilma. "Making a Guest Speaker an Effective Experience." *Ohio Business Teacher* 43 (April 1983): 9-11.

Warmbrod, Catharine P., and others. *Business-Industry-Labor Inputs into Vocational Education Personnel Development*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1980.

This handbook contains step-by-step procedures for planning and conducting such learning activities as field trips, using resource persons, and operating cooperative education programs.

In-Basket Exercises

Description and Purpose

In-basket exercises contain realistic business papers and communications upon which secretaries or other business persons act, thus producing work. The content of the in-basket is their work for the hour, day, or week. The student must set priorities and decide the order in which the work should be performed, plan how to execute it, estimate how long each task should take, and decide how best to utilize the time available. Responses to the work found in the desk in-basket require writing letters and other business communications, securing information, and deciding courses of action. Students utilizing such exercises should already have the basic skills needed to perform such work. In-basket exercises develop these broader nontechnical competencies while applying, improving, and refining technical skills and knowledge.

Nontechnical Competencies Developed

The in-basket technique is an excellent strategy not only for developing technical business skills, but also for developing such important competencies as priority setting, planning, decision making, judgment, writing business communications, and time management.

Application in Business and Office Curriculum

In-basket exercises are widely used in secretarial and office procedures classes. They are appropriate in any business class where the student developmental need is to apply technical competencies in an officelike situation. In-basket activities provide business problems to be solved and office work to be done. They work well in simulations as well as in introduction to business, office management, and advanced secretarial and clerical courses.

Instructor and Student Roles

The instructor serves as a manager of educational experiences and as a resource for the students. Learning objectives need to be clearly established by the instructor and made visible to the students. The development of both technical and nontechnical competencies is part of the objectives. The time frame in which the work is to be completed should be established. The student then plans, organizes, and executes the work found in the in-basket as though working in an office.

Procedures and Activities

In utilizing in-basket exercises it is helpful for the students to have texts, reference books, and other resources to which they can refer for information they may need in carrying out their work. After the completion of the work and after the instructor has reviewed and evaluated the students' work, it is helpful to have class discussions on the in-basket assignment so students understand why some solutions are better than others, why their peers selected certain options, and what results those selections had. Such discussions add content knowledge; improve students' procedural knowledge; and help develop reasoning, judgment, and decision making.

Resources

Instructors can create their own in-basket exercises to reflect activities in area companies, business fields, and roles to be performed. Companies in the community as well as trade and professional organizations are very willing to provide correspondence, forms, and suggestions in developing such educational materials.

In-basket exercises are also available from commercial publishers and other educational institutions that have developed their own materials. A selection of these are listed next:

Bell, Robert P., and Hanks, Joanna. *Typewriting Office Practice for Colleges, OfficePower, Inc.* 3d ed. Cincinnati: South-Western Publishing Co., 1982. Laboratory practice set; instructor's manual.

OfficePower, Inc., is a temporary employment agency. Students assume the position of a typist while completing the 40 in-basket jobs. They work in a bank, a retail store, and a utility company. This is a self-contained set composed of realistic business forms and practices. Students make decisions while composing and typing letters and memos, finding facts, and proofreading.

Place, Irene; Byers, Edward, E.; and Uthe, Elaine. *Executive Secretarial Procedures*. 5th ed. New York: Gregg/McGraw-Hill, 1980. Text; instructor's manual and key.

Students use the text as a resource in processing seven in-baskets containing realistic office material. The in-basket projects mirror the manner in which information and data are received on the job and the conditions under which secretaries perform in an office. They integrate skill learning with attitude learning in a positive way. Confronted with thought-provoking office situations, students are required to manipulate data with intelligence and judgment. In a created work station setting, students get a chance to write resumes; make use of their typing, shorthand, and communication skills; work as team members; set up filing systems; schedule work time; and coordinate major projects.

Reece, Barry L., and Manning, Gerald L. *Wilson RV—An In-Basket Simulation for Supervisory and Management Development*. New York: Gregg/McGraw-Hill, 1977. Text-workbook, 90 pages; instructor's manual and key.

This in-basket simulation is designed for use in community college courses in supervision, management, and marketing. The text is specifically directed toward the development of skills needed by retail supervisors and midmanagement personnel. It may be used with a variety of business texts, including *Retail Business Management*, second edition, by Gillespie and Hect. This 12- to 20-hour program features 4 separate but interrelated parts: (1) job application procedures, (2) job orientation procedures, (3) supervisory problem solving, and (4) background information on a fictitious recreational vehicles company; over 50 in-basket items for students to respond to (such as letters, memos, and reports), and practical exercises in decision making for managers. The instructor's manual and key provide detailed instructions for adapting the simulation to fit classes of different sizes and backgrounds.

Twing, Joyce. *All Points Relocation Service: A Secretarial In-Basket Project*. New York: Gregg/McGraw-Hill, 1977. Package (employee's manual, 5 in-basket packets, and a supplies packet); dictation cassettes (set of 8); employer's manual.

This 30-hour in-basket project with accompanying cassettes offers advanced secretarial and stenographic students office-style training with emphasis on the development of decision-making skills. The names, letters, and reports used originate from an actual company's files for greater realism. Students are required to use decision-making skills in deciding how and when each task should be completed. Tasks include composing letters and preparing correspondence, tabulations, and reports from handwritten drafts, corrected typed drafts, and dictation. The set of dictation cassettes is designed for direct dictation, or it can be converted for use with transcribing equipment. The scripts are included in the employer's manual.

Independent Self-study

Description and Purpose

This technique is used to provide an alternative to students who cannot take classes in the traditional manner. Communications between the learner and the teacher in independent learning situations are handled through books, correspondence programs, TV, radio, programmed tests, teaching machines, computers, and so forth. This technique allows the student to succeed without a great deal of structure while at the same time having definite standards of performance that have to be achieved in order to pass the course successfully. This technique puts a great deal of the responsibility for learning on the shoulders of the student. Self-instruction must lead the student to prespecified and testable levels of competence and must also be reproducible, independent of any particular teacher or situation. This technique allows the teacher to tailor the course to meet the students' needs—while at the same time maintaining standards and meeting objectives. It permits the students to omit or add certain information depending upon their knowledge and experience.

Nontechnical Competencies Developed

Through the use of the independent, self-study approach, students have the opportunity to develop many nontechnical skills. One of the most necessary skills for success with this technique is self-motivation. Students will need a great deal of *initiative* to see that assignments are carried out and submitted on time. They will need to be *organized* and be able to *follow directions* effectively, which will be enhanced to a great extent by their skills in *oral communications* and *effective listening*. Students will need to be *assertive* in seeking advice and suggestions when they encounter problems—either in basic understanding or in procedural mechanics. This technique gives the student many opportunities to become exposed to a variety of teaching tools such as audiovisuals, learning resource centers, and cooperative programs. The success or failure of this process depends greatly on the student's ability to search, seek, and understand. Students, because they have little contact with the instructor, must *analyze* and *evaluate* their project very carefully prior to submission to make certain that all criteria have been met. *Critical thinking* and *good judgment* are essentials in this form of instruction.

Applications in Business and Office Curriculum

This technique can be effectively utilized in nearly all areas of business and office education. Whenever an alternative to traditional classroom instruction is desired, this technique can be applied.

Instructor and Student Roles

The instructor utilizing this method of instruction must make certain that the student understands the goals and objectives of the course. Even though flexibility is an asset to this approach, standards of acceptance must be determined and communicated to the student. The instructor should inform the students as to the resources available to them throughout the course. The instructor may choose to meet with the student once or twice throughout the quarter to see how things are progressing. The instructor sets the parameters of the course, based on course standards as well as the needs of the student. The students utilizing this approach must make certain that they understand what is expected of them throughout the course in order to complete it successfully.

Procedures and Activities

In this approach, goals, objectives, and standards must be met. In order for this to happen, these criteria must be adequately communicated to the student. It is essential that standards and procedures be developed and written so that the students understand and have in hand what is expected of them in terms of time frames to be met, methods of submission, quality of work required, and method of evaluation. Activities included in this method of instruction may encompass the following:

- Provide check sheets to enable the student or instructor to determine progress being made throughout the course.
- Compile a selection of resources and give them to the student for use throughout the course.
- Schedule a meeting or two with the student to ensure that progress is being made.
- Perform a study of employee evaluation techniques used in your local area and their impact upon morale.
- Determine how many organizations have, use, and revise procedures manuals in order to make their offices more productive and efficient.
- Have students outline chapters of the text to be covered, answer questions at the end of chapters, and do summaries of current periodicals related to the topics covered.
- Study the roles of women in the business world today. What are the career opportunities, how are they perceived, and so forth?

Resources

These resources include a published article related to the independent study approach as well as some resources that can be used by students desiring credit for courses using this approach.

Chapman, Elwood N. *Your Attitude Is Showing*. 4th ed. Chicago, IL: Science Research Associates, 1983. Text, soft cover; leader's guide; self-paced exercise guide.

This material emphasizes understanding the importance of developing working relationships and attitudes that increase productivity and promote harmony in the work environment. A checklist of human relations competencies is provided on the inside front and back covers and case problems are presented at the end of each chapter to give students an opportunity to apply the material learned.

Dubrin, Andrew. *Human Relations: A Job Oriented Approach*. 2d ed. Reston, VA: Reston Publishing Co., 1980.

The topics in this textbook include game playing in organizations, women in leadership positions, modified work schedules, employee assistance programs, quality of work life, and worker participation programs. End-of-chapter case studies are used throughout the text, many of which can be discussed in one class discussion.

Hill, David A. "An Effective Approach to Independent Self-Study." *Journal of Business Education* (January 1979): 175-176.

Spring, Marietta; Rider, Michael E.; and Jackson, J. Howard. *Excursions International—A Word Processing Simulation*. Cincinnati, OH: South-Western Publishing Co., 1983. Simulation package; audiocassette; instructor's manual.

This is a word processing simulation designed to replicate the position of a correspondence secretary in a word processing center. The simulation incorporates input from handwritten and rough-draft copy, and a machine dictation cassette (optional). It includes letters, memos, reports, stored paragraphs, stored documents with variables, and miscellaneous items. The simulation may be completed on a self-paced, independent basis, or the instructor, as supervisor, may vary the flow of work in the center.

Lecture Method

Description and Purpose

The lecture is one of the most direct methods of instruction. In order to be effective, the material must be well planned, presented in an organized manner, and of an appropriate length. The lecture may be supplemented with a variety of visual aids, and it may include demonstrations. The best use of lecturing seems to be when (1) introducing a new subject, (2) presenting an overview, and (3) reviewing or summarizing facts.

Nontechnical Competencies Developed

Because the lecture is a relatively noninteractive type of learning strategy, fewer nontechnical competencies can be developed through it than through some of the other strategies and methods. Sufficient time must be allocated to provide student questioning and class discussions; these activities can be used to introduce and explain quality of work life skill areas. Listening skills and note-taking skills can also be practiced during the lecture. Opportunities are also available to observe nonverbal aspects of communication.

Application in Business and Office Curriculum

The lecture method is used on a limited basis in the skill courses such as typing, shorthand, and machine transcription. A small portion of the class period, however, is spent presenting new material (depending on the unit). In courses including introduction to word processing, records management, and secretarial procedures, an entire lesson plan can be developed around the lecture. As stated previously, the lecture is more effective with the use of other teaching strategies and methods.

Instructor and Student Roles

In addition to playing the role of the "transmitter," the lecturer serves as a stimulator of thought, observer of student behavior, and evaluator of student understanding. In addition to playing the role of "receiver," students are questioners and challengers of the material presented as well as organizers of the information. Additional instructor and student roles may be assumed during postlecture activities.

Procedures and Activities

As the instructor develops the lecture, an outline should be prepared based on the need established and the specific purposes identified. The instructor should ask questions to promote student involvement; questions should be phrased in a manner that will stimulate students to draw on their own experiences. The instructor may find it necessary to change the format or style of the lecture and to present additional explanations for the lecture material. Activities included with this technique are listed here:

- Print major points of the lecture outline and distribute them to the class members. This gives the students an opportunity to get more fully involved with what is discussed.
- Provide a question-and-answer session after lecture.
- Use audiovisual aids to emphasize special points.

Resources

The following resources can be used to implement the lecture method:

Campbell, Donald, and Wells, Patricia. "Lecture + Interaction = Effective Teaching." *Journal of Business Education* 50 (November 1974): 70-72.

Handbook for Teachers of Adult Occupational Education. Albany: The University of the State of New York and Bureau of Occupational Educational Curriculum Development, State Education Department, 1977. Disseminated by The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio.

This book is a compilation of helpful information about teaching adults. It describes how adults learn and presents strategies for effective teaching. The practical, "how to" approach of this resource facilitates selecting strategies for presenting quality of work life learning activities.

Project Method

Description and Purpose

The purpose of the project method is to allow students to put into practice what has been discussed in the classroom. It enables them to apply those concepts, ideas, and materials that have been presented in the classroom from a theoretical standpoint. It not only incorporates real-life learning experiences into their education, but encourages students to delve into those areas of a course that are of particular importance to them, therefore making the learning experience much more meaningful. The method enables instructors to individualize learning activities depending upon the needs and interests of students in the particular course. Projects can be done in many ways depending upon the purpose and scope of the course: (1) individually, (2) in teams or small groups, and (3) in large groups or as an entire class.

Nontechnical Competencies Developed

When assigned projects as a form of instruction, students will have the opportunity to develop many nontechnical skills. Students must apply good *judgment* in determining the scope of their projects so that they can be done in the required time and that adequate resources can be made available. As the project is undertaken, skills in compiling research, taking notes, and organizing material must be utilized in conjunction with written communications skills. Depending upon the nature of the project, skills in *oral communications, decision making, and time management* will also be encountered. If a presentation is part of the project, students must be able to organize material well and present it in an easy-to-follow and understandable fashion. This will also enable them to answer questions, defend positions, and so forth at the end of their presentation. This involves the skills of *effective listening, logical and quick thinking, communicating orally, and dealing with stress*. Projects can include research papers, oral presentations, surveys and questionnaires, desk manuals, and schematics. Quality of work life skills can also be explored through projects, such as goal setting, defining one's own business ethics, determining the kind of organization in which one wants to work, and developing a plan for professional growth.

Applications in Business and Office Curriculum

This teaching technique is frequently used in business and office education because it lends itself to the curriculum so well. Individual or small group projects can be used with many units of study while many advanced courses utilize the project method of instruction for a very thorough, comprehensive end-of-the-term project that might be done individually, in small groups, or as the project of an entire class.

Instructor and Student Roles

The instructor's role is to serve as a resource person to motivate students in the selection and preparation of their projects. In addition, the instructor will serve as an evaluator. Along with the final project to be evaluated, it is important that the instructor observe the student throughout the preparation period, looking for effective decision-making skills as well as skills in the areas of gathering research, organizing materials, and using resources. Further, the instructor should meet periodically with the student to see what progress is being made and to offer encouragement and suggestions.

The students become involved with the integration of gathering information and putting it into presentable form within a prescribed period of time. This technique stresses problem solving along with organization, time management, and communications skills.

Procedures and Activities

This learning strategy stresses the importance of organization, critical thinking, and time management. With this technique, topics for projects can be decided upon by the instructor, student, or a combination of both. Projects are usually assigned to develop a concept introduced in a particular course, to put into practice principles taught in a particular unit of study, or to expand the student's own thoughts on a subject. Possible projects might include the following:

- Designing an office layout, including furniture, equipment, and flow of work pattern
- Writing reports on topics such as effective management styles, most used types of software for personal computers in the business office, or effectiveness of flextime on the office environment
- Designing a questionnaire for local businesses to secure information on skills required for entry-level positions in word processing
- Writing a research paper on business ethics and the implications for today's management students
- Designing a procedures manual to be used by administrative support personnel
- Designing a procedures manual on effective dictation techniques

Resources

Most educational projects are either developed by the instructor to fit situational requirements or are found at the end of chapters in texts and workbooks. Some specific resources for the development of effective projects are listed next:

Chruden, Herbert J., and Sherman, Arthur W., Jr. *Managing Human Resources*. 7th ed. Cincinnati, OH: South-Western Publishing Co., 1984. Textbook; instructor's manual; achievement tests; microswat software for TRS-80, Apple II Plus, Apple IIe, and IBM PC.

Emphasis throughout the text is on the most current theory, tools, and techniques used to improve productivity. Opportunities to apply the text's theory are provided in the project book, which contains review questions, projects, problems, and readings for each chapter in the text.

Dreibelbis, Bryan. "Provide Help for General Business." *The Balance Sheet* (September/October 1983): 15-17.

Handbook for Teachers of Adult Occupational Education. Albany: The University of the State of New York and Bureau of Occupational Educational Curriculum Development, State Education Department, 1977. Disseminated by The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio.

This book is a compilation of helpful information about teaching adults. It describes how adults learn and presents strategies for effective teaching. The practical, "how to" approach of this resource facilitates selecting strategies for presenting quality of work life learning activities.

Johnson, Webster H.; Maier, Ernie L.; and Faria, Anthony J. *How to Use the Business Library—With Sources of Business Information*. 5th ed. Cincinnati, OH: South-Western Publishing Co., 1984. Reference book.

This book includes a section on using the business library, and up-to-date information on the use of various handbooks, directories, periodicals, reports, government and trade publications, and other services found in a library. New references concerning energy, women, minorities, disabled individuals, and high technology have been integrated into this new edition.

"Leadership: Style or Circumstance?" University Park: Audio-Visual Services, The Pennsylvania State University, 1974. 30 min., color 32006, $21.50 (rental).

This film stresses the difference between relation-oriented and task-oriented leadership. Interviews show that each style can be effective when appropriately related to the specific group to be led or to the task to be accomplished.

Payne, Steve. "Exploring Values and Ethics in Management Education: A Term Project Assignment." *Journal of Business Education* 4(March 1984): 249-251.

"Sexual Harassment: That's Not in My Job Description." University Park: Audio-Visual Services, The Pennsylvania State University, 1981. 19 min., color 23056, $23.50 (rental).

Presented are case studies of sexual harassment in the workplace, including harassment situations involving males, females, and homosexuals. This film discusses preventive measures that can be taken by employees and points out the difficulty in determining when sexual harassment has taken place. It also explains that the Equal Employment Opportunity Commission guidelines state that "unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment."

Role-playing Method

Description and Purpose

This technique is used to provide realism and variety in the educational process. Role playing enables students to react in various situations from one of several viewpoints. It is an attempt to create typical real-life situations that will give everyone an opportunity to apply new knowledge and skills either directly or indirectly. Role playing is *not* acting—participants are expected to be themselves and to do what is natural in the situation. It is one thing to talk about correct performance and quite another to display it in a real situation. Role playing enables the "players" themselves to practice what they have learned, and it gives the observing participants an opportunity to identify the concepts and skills that the "players" are applying and to decide how adequately or correctly these are being applied. Role playing is used in simulations, in-baskets, and independently whenever it is important for the student to respond to certain situations.

Nontechnical Competencies Developed

Through this technique students develop skills in *empathy* as they "play" various roles. It gives them an opportunity to "see" the perspective of the role they are playing in responding to certain situations. When students observe others "playing" certain roles, they must develop the skills of *effective listening, logical thinking, critical thinking, and oral communications*. After a certain situation has been enacted, feedback from those observing is a very critical part of the learning process. Being able to express feelings in a constructive way is very important. Skills in *group processes* and *interpersonal relationships* are critical to having any success with this technique. These skills must occur between students as well as between students and the instructor.

Applications in Business and Office Curriculum

This technique is applicable to any course taught in the business and office curriculum when it is important for the students to *experience feelings* and relationships dealing with real-world situations. Attitudes developed through role playing will have an impact on how the student deals with similar situations in the future.

Instructor and Student Roles

The role of the instructor utilizing this technique is to explain fully the purpose of the situation, what its objectives are, and how it relates to the course material. The instructor also makes assignments as to roles portrayed and explains the importance of the observers' constructive criticism. The students are to assume the role they are assigned, whether that role is an active or passive one, and to respond as accurately as possible. It should be stressed that role playing is *not* acting.

Procedures and Activities

Role-playing activities must be used with specific purposes in mind. They should never be used as fillers or used lightly. Very vital nontechnical skills can be learned if this technique is done properly. Here are several activities that can be used effectively with this technique:

- Student teacher experiences, in which a student covers a chapter or a particular topic during a class period, can provide students with an opportunity to lecture; demonstrate; and deal with disruptive, late, and inattentive students.

- Simulations in which students assume roles of various company personnel and are assigned the duties and responsibilities of that person can allow students to work with others to produce a successful product, thus stressing skills in interpersonal communication and group processes.

- In-basket exercises where the student must function as if in an organization can be developed.

- Lab assistant positions can be simulated in which students function as the person in charge of the lab, making sure procedures are followed by those using the lab, noting equipment repairs to be made, dealing with the telephone and visitors, and assisting students when the need arises.

- Debate situations, where students are forced to take a role that may vary from the way they actually feel about a topic, can be used to develop critical thinking, oral communication, interpersonal relationships, leadership, and more.

Resources

There are many resources relevant to this teaching strategy. Included is a sampling of those resources. The teacher, too, can develop some effective materials to be used with this strategy.

Brooks, Lloyd D. *Consultamation, Inc.: Word Processing Practice and Applications*. New York: Gregg/McGraw-Hill, n.d. Text-workbook; dictation tapes; instructor's manual and key.

As "employees" of this firm, students do a wide range of word processing tasks commonly performed in today's business offices. They use a text-workbook, four dictation tapes, and any type or brand of word processing equipment—from the most basic memory typewriter to the most sophisticated display-based equipment.

The text-workbook presents practice material in handwritten and rough-draft form and the tapes provide office-style dictation for letters, memos, and so forth that sharpen spelling, punctuation, and proofreading skills.

"Creative Problem-Solving: How to Better Ideas." University Park: Audio-Visual Services, The Pennsylvania State University, 1979. 26 min., color 32954, $22.50 (rental).

This film examines a group "brainstorming" session where professionals generate real solutions to real problems, shows how creative problem-solving ability can be developed in each individual but often is inhibited by criticism or lack of self-confidence, and explores the psychological underpinnings of creativity.

Dessler, Gary. *Applied Human Relations*. Reston, VA: Reston Publishing Co., 1983.

A contemporary, applied view of human relations is presented by covering both traditional topics like Maslow's need hierarchy, as well as new human relations topics like behavior management and quality circles. Its emphasis is on how to apply the various techniques.

Listen and Be Listened To. New York: American Management Associations Extension Institute, n.d.

These workbooks teach one how to listen and to use listening as a tool in order to persuade others through empathy, conciliation, and inquiry techniques. They also teach how to: avoid being manipulated by a speaker using propaganda techniques, increase productivity by helping employees feel valued, defuse conflict, reduce mistakes and losses caused by miscommunication, and make the telephone an effective marketing medium.

Maier, Norman R. F.; Solem, Allen R.; Maier, Ayesha A. *The Role-Play Technique: A Handbook for Management and Leadership Practice*. Culver City, CA: Social Studies School Service, n.d. Paperbound.

A combination of two practical approaches to training—the casebook approach and multiple- or single-group role playing—provides an opportunity for skill practice as well as a discussion of ideas and issues. The 20 cases deal with a wide range of management problems, including personnel-appraisal interviews, changes in work procedures, assignments, employee status and recognition, and discriminatory practice.

McCauley, Rosemarie. *Mini Sims Temporaries*. Indianapolis, IN: Bobbs-Merrill Educational Publishing Co., 1979. Two-book volume: *Modern Office Simulations 1* and *Modern Office Simulations 2*; teacher's resource.

The purpose of these simulations is to create an experience in which the student is exposed to procedures and conditions of the "real world" of office work. They cover the gamut of office situations and strengthen students' skill and confidence.

Shaw, Malcolm E.; Corsini, Raymond J.; Blake, Robert; and Mouton, Jane S. *Role Playing: A Practical Manual for Group Facilitators*. San Diego, CA: University Associates, n.d. Paperbound.

This book describes the role-playing method; why and how it is useful; and how you can apply it to resolve a variety of issues, including information dissemination, individual assessment, and training and development.

Twing, Joyce. *All Points Relocation Service: A Secretarial In-Basket Project*. New York: Gregg/McGraw-Hill, 1977. Package (employee's manual, 5 in-basket packets, and a supplies packet); dictation cassettes (set of 8); employer's manual.

This 30-hour in-basket project with accompanying cassettes offers advanced secretarial and stenographic students office-style training with emphasis on the development of decision-making skills. The names, letters, and reports used originate from an actual company's files for greater realism. Students are required to use decision-making skills in deciding how and when each task should be completed. Tasks include composing letters and preparing correspondence, tabulations, and reports from handwritten drafts, corrected typed drafts, and dictation. The set of dictation cassettes is designed for direct dictation, or it can be converted for use with transcribing equipment. The scripts are included in the employer's manual.

"What Do We Look Like to Others?" University Park: Audio-Visual Services, The Pennsylvania State University, 1972. 10 min., color 10924, $11.50 (rental).

Simulation Approach

Description and Purpose

The simulation method exposes students to procedures and conditions of the real world of office work and provides opportunities that allow them to carry out selected roles as part of the learning experiences. The primary purpose of simulation is to create an environment that enables students to apply the skills they will need to obtain an office position and keep the office job they desire. Through the use of simulation, students are able to transfer the skill training in the school classroom or laboratory to the activities performed in an office. In addition to skills, simulation develops attitudes and understandings that contribute to success in office occupations.

Nontechnical Competencies Developed

The simulation method provides an excellent opportunity to develop nontechnical competencies. Students must apply *interpersonal skills* throughout the learning experiences as they carry out their responsibilities as an individual and team member. *Problem-solving* and *decision-making* skills are incorporated in situations representative of actual business applications in which the student must utilize prior skills and learning. Under realistic office conditions, the students are able to assess instructions and complete quality work while being timed. Participation in a group both as a member and leader contributes to the development of group process skills. *Communications skills* (reading, writing, and listening) can effectively be taught using the simulation learning strategy. *Planning skills* are essential to the success of students using the simulation as they learn to set priorities, manage time, deal with interruptions, and utilize resources. Simulation is ideal for *introducing quality of work life skills*; students can develop an appreciation of the contribution they can make to quality and productivity improvements in the office environment.

Applications in Business and Office Curriculum

The simulation learning strategy is appropriate in any business class when the student developmental need is to apply both technical and nontechnical competencies in an officelike situation. Simulations fit into many school situations with a minimum of effort and expense and are widely used in secretarial and office procedures classes. They also work well in shorthand, typewriting, business machines, machine transcription, office management, accounting, and word processing courses.

Instructor and Student Roles

The instructor's role is to serve as a resource person on procedural and technical matters, observe students in a variety of learning experiences as an individual and as a team member, evaluate performances based on the skills needed for entry-level positions, and provide feedback.

Students become involved in learning a total system rather than an isolated task. By seeing and participating in the work flow necessary for processing a single transaction, they develop an appreciation of the relationships between tasks and people.

Procedures and Activities

The simulation learning strategy emphasizes group learning. Used as a capstone in many courses, simulation gives students a chance to put into practice the skills and knowledge they

have learned in the classroom. There are numerous simulation instructional materials (packages) available from educational publishers; however, the teacher is not limited to these packages. The teacher can develop simulations that meet the same objectives and criteria as purchased packages. Single-position (individual) simulations are also available. Both the group- and single-position simulations should allow students to experience working conditions and standards representative of the real office environment. Listed below are some activities that will enhance the development of nontechnical skills:

- A simulation of a business meeting can be used to help students apply and refine the skills of meeting, planning, leadership, and participation.

- Bonus points can be given to students who are present and on time for class. When students are absent or tardy, the supervisor of the department should adjust the work load so that all work stations are covered. Peer pressure often results, which encourages students to be present and on time. This activity helps students understand the importance of all individuals carrying out their responsibilities to enhance the flow of work.

- Tapes can be prepared to simulate an answering service that is used when the office is closed. On the following day, the receptionists or secretaries listen to the tapes, make shorthand notes about the jobs they can handle, and make a transcript of the other telephone messages to be forwarded to the department involved.

- Students can be rotated to different work stations, including the supervisory position, to help them learn the responsibilities of each position and respect the role each person plays.

- Periodic checks should be made of the work stations to determine if the training materials, supplies, and equipment of each student are kept in good working order while work is in progress.

- Unsatisfactory (unmailable) work should be returned to students for retyping. The teacher should explain why the work is unsatisfactory and suggest ways to improve. This will help students accept constructive criticism gracefully.

- Involve students in preparing schedules for using equipment, sharing supplies, and assisting others who may have been absent when instructions were given. Students develop respect for each other by exhibiting cooperation and concern for fellow employees.

- Require students to write down instructions and assignments and utilize their own notes rather than having the same instructions repeated. This activity helps develop listening skills.

Resources

The following is a partial list of the simulation instructional packages available:

Baynes/Tower. *Market Square Legal Center/A Legal Typing Simulation*. Geneva, IL: Houghton Mifflin, 1980. Text-workbook; teacher's manual.

This 15- to 20-hour advanced typing course supplement gives students a realistic encounter with legal "employment." Through typing notices, contracts, leases, affidavits, deeds, and more, students experience the simulation variety of legal clerical work. Legal terminology is introduced and reinforced.

Chapman, Elwood N. *Put More Leadership Into Your Style*. Chicago, IL: Science Research Associates, 1984. Text; leader's guide.

This soft-cover book is designed to help individuals identify leadership skills and apply them to a wide range of career and community leadership opportunities. Numerous do-it-yourself exercises help turn passive readers into active participants in the learning process as they imagine themselves in various leadership roles. Two case studies per chapter serve as springboards for discussion in group situations or offer further food for thought to individual readers.

Chapman, Elwood N. *Supervisor's Survival Kit*. 3d ed. Chicago, IL: Science Research Associates, 1982. Soft cover; leader's guide; self-paced exercise guide.

This material helps students, managers, and prospective managers improve and develop supervisory skills. Fundamentals of supervision are presented in a straightforward and entertaining manner with illustrations. Ten mini-games and ten end-of-chapter cases involve students in solving contemporary work problems through role playing.

Conover, Hobart; Berlye, Milton; and Gordon, Sanford. *Business Dynamics*. Indianapolis, IN: Bobbs-Merrill Educational Publishing Co., 1982. Hardbound text; student activities manual; teacher's guide.

This book will prepare students in a business, vocational, or occupational curriculum to enter the work force. The text covers decision making, human relations skills, career guidance, business economics, and computer literacy. It is illustrated throughout with special cases and activities.

Dostal. *Berwyn Ice Cream Company—A Management Simulation*. Geneva, IL: Houghton Mifflin, 1982. Text-workbook; teacher's manual.

This 15- to 20-hour management-training simulation motivates students by involving them in developing, recording, and submitting solutions to realistic management problems. Materials include tear-out typed and handwritten memos, letters, and schedules, plus blank work sheets, stationery, and evaluation forms in a self-directed format.

Etier, Betty A.; Etier, A. Faborn; and Carmona-Agosto, Vivian. *Individualized Typing Simulations*. Indianapolis, IN: Bobbs-Merrill Educational Publishing Co., 1983. Softbound text; student guide; working papers; reference manual; instructor's manual.

The simulation is designed to enhance the progress of typing students. It can be used with any typing test or by itself in advanced typing or secretarial and office procedures. The student manual contains working papers for every assignment and provides students with a package they can work through independently or in a traditional class setting. The students work their way through all the various departments—personnel to legal to public relations—and thus gain the training they need as the "employee" as well as advanced typing skills. The on-the-job setting provides the work flow of a hectic and

a not so hectic department. Assignments include typing rough and draft copy, handwritten material, and all the typical forms for insurance, purchasing, shipping, production, and other business functions.

Holmes. *DataMagic—A Typewriting Simulation*. Geneva, IL: Houghton Mifflin, 1983. Text-workbook; teacher's manual.

This simulated introduction to office work affords beginning students a "behind-the-scenes" look at office work in a computer company.

The text offers opportunities for skill building and decision making by allowing students to set priorities for task completion; choose suitable stationery; compose and format letters; type memos, tables, and news releases; use an office procedures manual; and more.

Holmes. *The Odyssey—A Typewritten Simulation*. Geneva, IL: Houghton Mifflin, 1982. Text-workbook; teacher's manual.

In a sports/entertainment complex, advanced students complete forms; draft letters; prepare charts; type from rough drafts, script, and computer printouts; edit and proofread; and make decisions.

A unique "interrupting" feature adds realism. Students are asked to turn to a more pressing task before resuming the original assignment—valuable preparation for the real world.

This simulation offers experience with new technologies. Students use computer-generated forms and have the option of completing some assignments on word processing equipment.

Holmes. *Pleasure Island/A Typewriting Simulation*. Geneva, IL: Houghton Mifflin, 1979. Practice set; teacher's manual.

In a 25- to 30-hour advanced typing program that simulates employment at a large amusement park, "employees" type letters, invoices, memos, agendas, and more. Numerous other related office tasks are performed.

Holmes. *Sidewalk Surfin'/A Typing-Writing Simulation*. Geneva, IL: Houghton Mifflin, 1979. Text-workbook; teacher's manual.

Through this 15- to 20-hour first-year typewriting supplement for students who have mastered basic keyboarding, students with short-term "employment" in a skateboard company receive experience in typing such items as letters, memos, and reports. Establishing procedures and setting work priorities involve students in decision making.

Kurtz, Margaret A. "The Secretarial Student and the Single-Station Simulation." *Business Education World* 62 (May-June 1981): 3-4.

Luke/Stiegler. *Office Systems and Procedures*. Geneva, IL: Houghton Mifflin, 1982. Student activities/workbook; teacher's manual; test.

This office procedures course prepares students for entry-level office support positions. In the early units, students develop and refine basic office skills: scheduling appointments, using the telephone, typing, and filing. The second part familiarizes students with office procedures as they relate to today's office systems. Emphasis is given to time management, problem solving, cost-consciousness, human relations, and communication skills. Numerous practical experiences are provided through case studies, simulations, and a variety of end-of-chapter activities. A culminating unit covers such career topics as employment procedures, the interview, and job opportunities.

Madden, Mary J. "Simulation in Office Education." *Balance Sheet* 55 (March): 254-255.

Mason, Jennie. *Word Processing Skills and Simulations*. Indianapolis, IN: Bobbs-Merrill Educational Publishing Co., 1974. Softbound text; teacher's manual.

Part One emphasizes written language skills; Part Two introduces the specialization of composition and dictation for the administrative secretary; Part Three presents more advanced composition, dictation, library research, and report writing; and Part Four stresses problem solving and evaluation.

McCauley, Rosemarie. *Mini Sims Temporaries*. Indianapolis, IN: Bobbs-Merrill Educational Publishing Co., 1979. Two-book volume: *Modern Office Simulations 1* and *Modern Office Simulations 2*; teacher's resource.

The purpose of these simulations is to create an experience in which the student is exposed to procedures and conditions of the "real world" of office work. They cover the gamut of office situations and strengthen students' skill and confidence.

Seraydarian. *Metroplex Clinic/A Medical Typing Simulation*. Geneva, IL: Houghton Mifflin, 1980. Text-workbook; teacher's manual.

In a 15- to 20-hour typing supplement that "employs" students in a medical clinic, thus giving them experience with a variety of medical office tasks, students type patient records, lab reports, insurance forms, and more. Medical terminology is introduced and reinforced.

Spring, Marietta; Rider, Michael E.; and Jackson, J. Howard. *Excursions International—A Word Processing Simulation*. Cincinnati, OH: South-Western Publishing Co., 1983. Simulation package; audiocassette; instructor's manual.

This is a word processing simulation designed to replicate the position of a correspondence secretary in a word processing center. The simulation incorporates input from handwritten and rough-draft copy, and a machine dictation cassette (optional). It includes letters, memos, reports, stored paragraphs, stored documents with variables, and miscellaneous items. The simulation may be completed on a self-paced, independent basis, or the instructor, as supervisor, may vary the flow of work in the center.

Textbook-Workbook Approach

Description and Purpose

The essential characteristic of textbooks is that they be designed as written guides to the subject of a course of study. Textbooks present information, rules, and principles that are used as the basis for teaching the subject. Workbooks are valuable aids that guide the learning and help provide for individual differences. Textbooks and workbooks for business and office education come in all sizes and organizational structures; most contain exercises, study or review questions, and practice materials, as well as the general information and data about the specific subject area. Frequently, textbooks and workbooks are published with accompanying instructor's manuals, supplementary readings, or audiovisual materials.

Nontechnical Competencies Developed

Textbooks and workbooks provide a good method for gaining information about the nontechnical competencies related to business and office education. Textbook data can enhance the students' understanding of such group problem-solving skills as group processes, decision making, planning and reasoning; however, actual experience and practice using the skills are desired. Communication skills (words and meanings, reading, and writing) can be taught using the textbook-workbook learning strategy. Quality of work life skills, economics, management, and statistical control can effectively be presented to students using the textbook-workbook approach. Note taking is also developed when using this strategy.

Application in Business and Office Curriculum

The textbook-workbook learning strategy is widely used throughout all of education. The textbook comes with an accompanying workbook whose exercises supplement the reading provided by the textbook. Even though the business and office education curriculum is flexible and lends itself well to many types of learning strategies, the textbook-workbook strategy is still one of the most frequently used in both skill (shorthand, typing, business machines) and nonskill (economics, management, data processing) courses.

Instructor and Student Roles

Instructors generally proceed from the first chapter in a textbook to the last, stopping to clarify, explain, elaborate, and make assignments. In addition, it is often necessary for the instructor to supplement the material because textbooks cannot present all that is known about any topic, nor can they be entirely up to date. The role of students is to study the materials, take notes, ask questions, and complete the assignments.

Procedures and Activities

Textbooks and workbooks can be utilized as a course of study in themselves or as a resource. Their function is to provide an orderly introduction to a subject field and to give students an organized means of reviewing and reorganizing information. Textbooks and workbooks can be used in conjunction with many other learning strategies and teaching methods.

Resources

The following is a partial listing of textbooks and workbooks that are a good source of information and teaching materials about nontechnical quality of work life competencies:

Attitudes On The Job: Life Skills Series. Chatsworth, CA: Career Aids, n.d. Textbook-workbook, soft cover, 112 pages; teacher's guide.

These textbook-workbook materials incorporate self-assessment techniques, goal setting, and interpersonal skills into the total career guidance program. The exercises also cover the importance of good attitudes and the development of a game plan for self-improvement. Topics include these:

- Being honest on the job
- Attendance on the job
- Willingness to work
- Accepting orders
- Getting along with others
- Following directions
- Treating customers well
- Improving job-getting skills

Brooks, Lloyd D. *Consultamation, Inc.: Word Processing Practice and Applications*. New York: Gregg/McGraw-Hill, n.d. Text-workbook; dictation tapes; instructor's manual and key.

As "employees" of this firm, students do a wide range of word processing tasks commonly performed in today's business offices. They use a text-workbook, four dictation tapes, and any type or brand of word processing equipment—from the most basic memory typewriter to the most sophisticated display-based equipment.

The text-workbook presents practice materials in handwritten and rough-draft form and the tapes provide office-style dictation for letters, memos, and so forth that sharpen spelling, punctuation, and proofreading skills.

Lee, Dorothy E., and Brower, A., Jr. *Secretarial Office Procedures*. College Series. 2d ed. New York: Gregg/McGraw-Hill, 1981. Text-workbook; recorded simulations.

"Employed" as secretaries, students perform the same duties that would be required by actual employers. Coverage is broad, including specific sections relating to reprographics, financial records, additional responsibilities of the secretary, typing procedures, dictation activities, and work planning.

There is also a reference section that provides a quick review of grammar and correspondence style, address forms, and the metric system. All necessary working papers for the projects and simulations are provided in the text-workbook.

Michulka, Jean. *Let's Talk Business*. 2d ed. Cincinnati, OH: South-Western Publishing Co., 1984. Text-workbook; instructor's manual.

This text-workbook is designed for an intensive course in oral communication skills for business students. Evaluation materials and activities follow each chapter.

Poe, Roy E., and Fruehling, Rosemary T. *Business Communication: A Problem-Solving Approach*. 3d ed. New York: Gregg/McGraw-Hill, 1984. Text-workbook; teacher's manual.

The case-study approach puts students in realistic job settings, solving real communication problems—in both the traditional and the electronic office. All of the case studies are preceded by objectives and guidelines that give students ample direction. In addition, before they use their decision-making skills, students are given examples of effective and ineffective letters, memos, and reports in sample cases, with easy-to-follow analyses.

Also included are special exercises on grammar, punctuation, and style for review. The textbook offers "Style Checkups" to help students brush up on the elements of style, vocabulary, and spelling.

Stewart, Jeffrey; Blockhus, Wanda; Riegel, Charles; and Schroeder, Betty. *Office Procedures*. New York: Gregg/McGraw-Hill, 1980.

This comprehensive, competency-based text provides many opportunities for students to gain skill in nontechnical competencies.

Wood, Merle, and Sanders, Margaret M. *General Office Procedures*. College Series. New York: Gregg/McGraw-Hill, 1983. Text-workbook; simulation tapes.

This clerical program incorporates recorded simulations designed to provide realistic, meaningful learning experiences for college students. "Employed" as office assistants, students perform the same duties that would be required by actual employers. Coverage is broad, including specific sections relating to reception techniques, filing, reprographics, financial records, typing procedures, and transcription activities. All necessary working papers for the projects and simulations are provided in the text-workbook.

SPECIAL BUSINESS AND OFFICE LEARNING VEHICLES

Basic Related Courses

Business and office curricula generally consist of technical, basic related, and nontechnical or general studies courses on the postsecondary level. The technical courses provide specialization to develop the technical skills, proficiency, and knowledge required for career competency; the nontechnical or general studies courses include oral and written communications, humanities, and social studies. The basic related courses serve as a base to the technical field and closely relate to the technical speciality.

Included in basic related courses are such subjects as business economics, organizational behavior, business management, marketing, accounting, and statistics. By including these subjects in the business and office curricula, many of the traditional skills taught to managers are shared with all levels of employees. Nontechnical competencies can be developed in these subjects using the various teaching strategies described in previous sections of this book.

The major subject matter areas forming basic related courses include those discussed under the heading of Organizational and Management Skills in the Introduction in Part 1 of this guide. Included under this topic are the major categories of business economics, business operations, management, statistical quality control, and quality of work life principles and techniques. Postsecondary business and office students gain competence in these important quality of work life subjects through their required basic related courses.

Resources

The following resources can be used to highlight nontechnical skills in basic related courses.

Cartels and Cutthroats. Chatsworth, CA: Career Aids, n.d. 1 disk; documentation.

Designed for one to six players, this realistic simulation of the business world will have students making the executive decisions that must be made in a multimillion dollar business. Should factories be automated now or later? How should the labor situation be handled? How can productivity be boosted? A "cartel" might even formed with one or more of the other players and an attempt to squeeze out the "competition."

Churchill, E. Richard, and Churchill, Linda R. *Activities in Economics*. Culver City, CA: Social Studies School Service, 1983. Contains a pretest, a posttest, and an answer key.

Designed specifically to involve students in problem-solving activities that lead to a greater understanding of economic terms and concepts, this activity set provides practice in analyzing cause and effect; interpreting maps and graphic influences on economy; and understanding capital goods, market demands, per capita income, circular

flow in economics, inflation, recession, Federal budget, and comparative economic systems.

Dessler, Gary. *Applied Human Relations*. Reston, VA: Reston Publishing Co., 1983.

A contemporary, applied view of human relations is presented by covering both traditional topics like Maslow's need hierarchy, as well as new human relations topics like behavior management and quality circles. Its emphasis is on how to apply the various techniques.

Dessler, Gary. *Improving Productivity at Work*. Reston, VA: Reston Publishing Co., n.d.

This is a practical "how-to" text that shows practicing managers how to use new behavioral science techniques like quality circles, positive reinforcement, and job enrichment to improve productivity at work.

Dubrin, Andrew. *Human Relations: A Job Oriented Approach*. 2d ed. Reston, VA: Reston Publishing Co., 1980.

The topics in this textbook include game playing in organizations, women in leadership positions, modified work schedules, employee assistance programs, quality of work life, and worker participation programs. End-of-chapter case studies are used throughout the text, many of which can be discussed in one class discussion.

The Economy Game. Culver City, CA: Social Studies School Service, n.d. Board game includes: instructions, playing board, 6 sets of cards, play money, 1 die, goods and credit chips, and place markers.

This simulation board game of economic decision making is designed to demonstrate how our economy works. Players invest in businesses, savings accounts, and stocks; produce and purchase goods at prices regulated by supply and demand; earn college degrees and training credentials for economic advancement; and contend with government regulation. High risk choices, such as investing in stock or starting a business, exhibit greater potential for financial reward than such "safe" choices as living off salaries and interest from savings accounts.

Free Enterprise: A Business Management Game. Chicago, IL: Science Research Associates, n.d. Senior high to adult; microcomputer software.

Free Enterprise is a decision-making simulation that challenges players to make successful business decisions. Individuals or teams make quarterly decisions for companies in direct competition with one another. A business scenario, established before competition begins, sets the economic, production, and marketing environment for the game. *Free Enterprise* is based on a simulation developed by the IBM Corporation and used in training thousands of its managers. Players learn basic business principles while having fun. They exercise decision-making and analytical skills.

The complete program contains 1 diskette, a user's guide, a pad of 50 record sheets, and a pad of 50 decision sheets.

The software is available for the Apple II Plus (48K) or Apple IIe (64K) using disk drive (DOS 3.3). A printer is strongly recommended.

Harshman, Carl L. *Quality Circles: Implications for Training*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1982.

This work explores the background, process, and implementation of quality circles (QCs) as well as management, facilities, team leader, and circle member training. It includes the survey results of 18 companies involved with QCs.

James, Roger G., and Elkins, Aaron J. *How to Train and Lead a Quality Circle and Quality Circle Member's Packet*. San Diego, CA: University Associates, n.d.

Any organization can use this comprehensive package to train employees to be effective circle members. The leader's guide is written especially for the first-line supervisor, who needs no prior training experience to use the materials. With this program, even work groups with no experience in problem solving can achieve success in learning the QC process. For experienced groups, an appendix is included with advanced versions of two of the modules for use with employees who need a more challenging training experience. Each leader's guide is shipped with a sample "Quality Circle Member's Packet," which contains definitions, charts, and other graphic representations of the problem-solving process used in QCs. One packet is to be distributed to each circle member during the first training session.

Lloyd, Russell F., and Rehg, Virgil R. *Quality Circles: Applications in Vocational Education*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983.

The authors discuss what is involved in creating and maintaining successful quality circles in a company or educational institution, and examine how vocational education programs can help. They show how workers and employers can benefit from learning to use participative decision making, team building, statistical skills, group dynamics, and more. Their research also examines how quality circles may be used in education.

Mohr, William L., and Mohr, Harriet. *Quality Circles: Changing Images of People at Work*. San Diego, CA: University Associates, n.d. Hardbound.

This book shows how QCs benefit employees in ways that can help the company; how employees can become more knowledgeable, motivated, and satisfied, leading to greater effectiveness and efficiency.

PACE Revised—A Program for Acquiring Competence in Entrepreneurship, compiled by M. Catherine Ashmore and Sandra G. Pritz. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983.

PACE incorporates the needed competencies for creating and operating a small business at three levels of learning, with experiences and outcomes becoming progressively more advanced. Each level contains 18 self-contained student modules and instructor's guide. A single resource guide includes resources for students, instructors, and program developers. In Level 1 (for secondary vocational or prevocational programs), students gain entry-level knowledge of the concept, terms, and planning needed as well as awareness of entrepreneurial career options. In Level 2 (for advanced secondary and postsecondary programs), students become familiar with the principles of entrepreneurship, and develop detailed plans using existing businesses as sources of information. In

Level 3 (for advanced postsecondary or adult education), students develop competencies in policy-making, strategies, and management. Units build on previous entrepreneurial knowledge and experience.

Pratzner, Frank C., and Russell, Jill F. *The Changing Workplace: Implications of Quality of Work Life for Vocational Education*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1984.

The authors analyze the implications of quality of work life (QWL) developments for the content and instructional processes of vocational education and pinpoint examples of broadly applicable skills useful in settings promoting QWL participation. They also summarize site visits to nine firms known for QWL activities.

STRIKE! The Labor Relations Game. Culver City, CA: Social Studies School Service, n.d. Simulation/board game includes: playing board, markers, dice, cards, money, and directions.

By representing major unions, players are introduced to the complexities of labor-management relations while they try to increase their memberships, organize specific employers, conduct union elections, and engage in collective bargaining and strikes. Described as "labor's answer to Monopoly," the game involves skills and chance. Players must make such decisions as how many members to commit to an organizing effort and how to deal with the vagaries of the Labor Relations Board and political and economic events. The winner is the first player to represent six employers (or a complete industrial or government sector) and have at least 500,000 combined members and "benefit points." Time: flexible.

"Styles of Leadership." University Park, PA: Audio-Visual Services, The Pennsylvania State University, 1962. 26 min., b/w 30522, $11.50 (rental).

Four types of leaders handle a common business problem concerning a new contract. The major characteristics of each leadership style and the effects on subordinates are shown.

Competency-based Education

Description and Purpose

This technique identifies the competencies needed for on-the-job performance. This is done through actual task analysis of jobs or through externally obtained task lists that are validated in local businesses. Competency-based education (CBE) focuses on the mastery concept that requires students to master attitudes, skills, or knowledges to a preset standard of competence. It identifies employer-required skills and knowledges necessary for successful employment in specific occupations.

Objectives are the heart of this method. They describe what the student will be able to do upon completion of the task, unit, or module. CBE evaluates tasks in the cognitive domain as well as in the affective domain and benefits the students in that they will know what they must learn and that they will graduate with an identifiable level of competence. They can be assured the program has been verified with industry to meet employment standards. Students are pretested to determine their "starting point." They can see their own progress, recognize their proficiency, as well as identify areas where they need additional study, drill, and training.

There is a difference between competency-based instruction and performance-based instruction. Performance-based instruction is based on teacher- or textbook-generated objectives—objectives that the educators believe are important for success on the job. Competency-based instruction, on the other hand, is based on an actual task analysis of what is actually performed on the job. Individualized instruction is often a part of competency-based instruction. This technique takes into account the student's present ability and relevant background. Time can be scheduled regularly or the schedule designed to meet the needs of the student.

Nontechnical Competencies Developed

The nontechnical competencies achieved through the use of the competency-based approach are many. As the students learn what is required in business situations, their attitudes of initiative and motivation are stimulated. Even though the competency-based approach is used primarily in the development of technical skills, many nontechnical skills should be stressed. As the students develop skill in typing and shorthand, for example, they need to realize the importance of *written* and *oral communication* as well as *expression of thought*. In typing production work, *planning, organizing, and problem-solving* skills must be achieved. A student who can do no more than "copy type" will find it difficult to be successful in the business world. *Group processes* and *interpersonal* skills need to be stressed for the student who is preparing to work as an administrative assistant—these persons many times are the ones who make the first impression on clients, calm a boss who is upset, and deal effectively with other employees of the organization. Emphasis should be put on developing professionalism not only in work preparation but in appearance and attitude as well.

Applications in Business and Office Curriculum

This technique has long been used in skill areas of the secretarial curriculum; however, there are other areas where it could be used very effectively, for example, data processing, accounting, and records management.

Instructor and Student Roles

Instructors act as a resource—informing the students of the competencies necessary for employment in the local community and motivating them to accomplish these goals. They act as a coach to provide encouragement and suggestions for improvement. The professional tone of the classroom is set by instructors in the way they handle the students and the various situations that arise. Students are responsible for obtaining the competencies set forth in the classroom. They need to communicate with the instructor in terms of areas of difficulties and seek suggestions for improvement. Students need to develop professionalism in performing work and in working on relationships with other students and the teacher.

Procedures and Activities

The competency-based approach is built on the fact that instructors have identified valid competency requirements to be used with the students. Students are made aware of these requirements and given opportunities to develop these skills—both technical and nontechnical. Students will know from the beginning of the course what its standards and objectives are and will have the entire quarter to meet them. Following are activities that may be used with this approach.

- Use progress sheets to help the students plot their progress from the very first day of the course throughout the duration. By doing this, they can determine if they are indeed making progress or whether they need to seek additional assistance.
- Involve the students in evaluating each other's papers, being critical of the neatness, expression of thought, and so forth.
- Invite various personnel people from local businesses to discuss the competencies required for employment. This will verify what the instructor has set for standards in the course.
- Give bonus points for students who go beyond the level of competency. Students may be willing to work just to make that minimum grade not utilizing all their ability.
- Encourage creativity in responding to problems assigned for possible extra credit.

Resources

The resources included with this teaching strategy are articles that explain the importance of competency-based instruction and some of the concerns that arise with its use.

Hing McGowan, Joyce. "Producing Employable Students through Competency-Based Education." *Business Education Forum* (May 1981): 28-30.

Modlin, Gail G. "Meeting the Needs of Business through Competency-Based Education." *Business Education World* (September/October 1981): 3-4, 28.

Cooperative Education/Internship Approach

Description and Purpose

Through the cooperative education "on-site" approach, students are provided experiences that enable them to develop occupational knowledges, attitudes, and skills. On the postsecondary level, the term *internship* is often used synonymously with cooperative education. This experience acquaints students with the world of work and helps them make the transition from the classroom to a real work situation. While various types of programs have been developed, the following plans have been utilized effectively in business and office occupations on the postsecondary level:

1. Part-time employment scheduled for mornings, afternoons, or full days, 2 or more days a week

2. Alternating quarters that allow students to work full-time one quarter, then maintain a full class load the following quarter

Regardless of work and class time, students are required to work a minimum number of hours per term to receive college credit. A related instruction class is generally required, which assists students in developing the employability skills needed for success on the job.

Nontechnical Competencies Developed

The cooperative education/internship approach provides many opportunities for the student to develop nontechnical competencies. The interaction that takes place between school and work bridges the gap between classroom study of employability skills and on-the-job applications of those skills. The actual work experience combined with the related class assists students in developing desirable working skills, attitudes, and knowledge for success on a real job, including the areas of business ethics, human relations, decision making, problem solving, and communicating, and provides an understanding of employee and co-worker relationships and work habits.

Applications in Business and Office Curriculum

The cooperative education or internship program is used primarily as a capstone in a student's training. It provides for further development of skills, knowledge, and attitudes; allows application of new and prior learning to a real work situation; encourages the learning of new skills on the job; and develops behaviors that meet occupational requirements. This learning strategy actively involves students on a daily basis in the human relations process, enabling students to see how personal attributes relate to the total work situation.

Instructor and Student Roles

The instructor-coordinator is a learning manager with responsibilities in the school as well as in the community. The actual roles performed will depend on the program plan being utilized—centralized cooperative education office or department-managed program. The activities the instructor-coordinator performs may include: locating, selecting, and improving work sites; recruiting, placing, and evaluating students; organizing and maintaining a planned and continued program of information services and public relations; coordinating on-the-job learnings related to a

career goal; evaluating in-class and job performance; helping students prepare learning outcomes (goals) in relation to the work experience; assisting students in making personal adjustments; and directing professional student organization activities (if applicable). Student's roles include continually inventorying their own interests, values, and skills; performing both work and classroom assignments efficiently; conforming to regulations on the job; consulting with the coordinator about difficulties encountered on the job; preparing learning outcomes (goals); and conducting themselves in the manner of a regular employee.

Procedures and Activities

Students are generally paid the minimum wage and follow all regulations set for other workers during the period in which they are performing the job. In selecting a work station, the following criteria should be considered: the employer understands the purposes of the program, has the facilities to provide appropriate learning opportunities, and provides adequate supervision. The job should require useful training, not just routine activities. The related class should include a variety of instructional materials that are essential if the instructor-coordinator is to provide for the needs of students with varying degrees of ability and experiences. Teaching strategies including discussion, identification of significant learning experiences (critical incidents), demonstration, task analysis, role playing, and observation can provide the connection between the theory of the classroom and the application in the field. The following activities can be incorporated into business and office education classes in order to develop nontechnical competencies:

- Through case problems and role playing, students learn to act instead of react to people who do not agree with them. This is also a good way for students to learn to think logically, creatively, and critically as well as to express themselves verbally.

- Responsibility, dependability, and appreciation can be emphasized by having students check in and out for coffee breaks. They learn that privileges also entail responsibilities.

- Student organizations develop self-confidence and self-assurance by offering an opportunity for developing fellowship and initiative; finding and broadening new areas of interest; learning to respect authority and accept responsibility; and learning intelligent loyalty, and sensitive approval and disapproval.

- Abstract attitudes such as tact, trustworthiness, dependability, diplomacy, and loyalty can be presented effectively through visual aids—films, booklets, and TV.

- Students' voices can be taped, and they can then listen to their own enunciation, pronounciation, expression of voice, and tone quality.

- Responsibility of dress and grooming can be emphasized by videotaping students when they are unaware of it. Let them see themselves as others see them. Reruns can be shown individually or in small groups. Students then view their own facial expressions, makeup, hairstyle, posture, walk, clothes, and mannerisms and can determine if this is the way they want to project themselves. Run the videotape again and have them present themselves as they would in an office.

- Teamwork and cooperation can be taught in simulations and the model office. People learn to understand themselves and to get along better with others. They come to recognize that if something needs to be done, they must do it. They then learn to substitute "doing" for "excuse making."

- Wise utilization of time can be emphasized by occasionally having students think about and list what they do in their spare time. They may become aware of how much valuable time is wasted.

Resources

Listed below is a partial list of resources to be used in setting up or implementing the cooperative education/internship teaching strategy.

Baumgardner, Mary. "Teaching Strategies in Cooperative Education." *Journal of Business Education* 56 (October 1980): 17-18.

Communications Skills for Succeeding in the World of Work. Chatsworth, CA: Career Aids, n.d. Each unit consists of 4 cassettes; 30 activity booklets; and 1 teacher's guide.

These five self-contained instructional packages may be used separately or as a unit in career education or co-op work programs to teach valuable communication skills. A narrator introduces the situations and a variety of male and female voices. Generally, the wrong way to handle a situation is presented, followed by an example of a good approach. Throughout, the teaching method is to show exactly how to handle a given job situation. The following topics are covered:

- Listening on the Job
- Speaking on the Job
- Getting a Job
- Getting along with People
- Advancing on the Job

Fruehling, Rosemary. "Cooperative Office Education—Design for a Whole Worker Training Program." *NBEA Yearbook*, no. 12, pp. 136-43. Reston, VA: NBEA, 1974.

Henderson, Floris S. "Instill the Work Ethics in Students." *Business Education Forum* 29 (April 1974): 8-9.

Mohr, William L., and Mohr, Harriet. *Quality Circles: Changing Images of People at Work*. San Diego, CA: University Associates, n.d. Hardbound.

This book shows how QCs benefit employees in ways that can help the company and how employees can become more knowledgeable, motivated, and satisfied, leading to greater effectiveness and efficiency.

Student Organizations

Student organizations serve as a vehicle for facilitating learning and are often considered an integral part of the instructional program. In addition to the general and academic values gained through participation in student organizations, business students are provided with opportunities to develop many of the nontechnical competencies discussed in this guide through leadership training, personal development, and social development. Postsecondary students can participate in student organizations including Office Education Association (OEA), Future Secretaries Association (FSA), and Phi Beta Lambda (PBL).

Office Education Association

OEA is for any student who is enrolled in a vocational business and office education program in a secondary, postsecondary, or collegiate school. The purposes of OEA are symbolized by the emblem and its meaning—the four points of the shield stand for ambition, leadership, sociability, and poise. The stripes represent the essential characteristics of every successful worker—education, citizenship, loyalty, patriotism, dependability, and competency. The bar represents the service provided by those employed in office occupations. The quill and inkwell represent the free enterprise system, our democratic government, and codes of behavior.

Members of OEA learn how to work effectively with others and to take advantage of every opportunity to learn and understand the needs of employers; members demonstrate individual and team skills in competitive events; members learn how to participate in the democratic process through election of officers and conducting OEA business meetings; members prepare for a citizenship role through leadership development activities, workshops, and conferences; and members develop a respect for the office occupations through professional activities involving business speakers, tours, and seminars.

Future Secretaries Association

FSA is sponsored and directed by the Professional Secretaries International. Students enrolled for a minimum of 6 months in a secretarial course of study in accredited junior or community colleges or 4-year colleges and universities are qualified for membership in FSA. Through the guidance of experienced secretaries, the objectives of FSA are to stimulate interest in a secretarial career, to develop a better understanding of the secretarial profession, and to provide the basics for the preparation of future professional secretaries.

Membership in FSA provides many benefits, including opportunities to associate with professional secretaries and other students who have many interests in common: to attain professional competence through a continuing educational program after graduation or after entering the business world; to participate in thought-provoking programs developed by experienced professional secretaries; to gain enthusiasm for a more rewarding secretarial career; and to identify with the business world. In addition, participation in the organization helps supplement class work with practical knowledge that will enable the student to develop ambition and initiative, acquire proper attitude and confidence when applying for the better-than-average job, formulate goals to attain success as a professional secretary, master good human relations skills required for the office, and prepare for the responsibilities of a professional person.

Future Business Leaders of America—Phi Beta Lambda, Inc.

Future Business Leaders of America—Phi Beta Lambda (FBLA-PBL) is a nonprofit educational association made up of students pursuing careers in business or business education. The association is composed of three divisions: FBLA for high school students; PBL for postsecondary students; and an Alumni Division formed from both groups. It is endorsed by the American Vocational Association, Association of Independent Colleges and Schools, National Association of Secondary School Principals, National Business Education Association, and the U.S. Department of Education.

The purpose of FBLA-PBL is to bring business and education together in a positive working relationship. The national organization offers programs and services that create a forum in which students, educators, and business people learn about one another. Organizational goals include: (1) promoting competent, agressive business leadership; (2) understanding American business enterprise; (3) establishing career goals; (4) encouraging scholarship; (5) promoting sound financial management; (6) developing character and self-confidence; and (7) facilitating the transition from school to work.

Among the organization's programs and services is the Getting Involved project, which is an ongoing national effort of FBLA-PBL. It is designed to help students learn the free enterprise system through a study of entrepreneurship, technology, and productivity. Getting Involved offers suggested chapter activities for each of these free enterprise elements. FBLA-PBL sponsors the National Awards Program in which students compete in individual, team, and chapter events. These events culminate during the National Leadership Conference following competition at the district and State levels. Students conduct projects in the areas of civic service, career development, social awareness, and economic education. These activities involve the school, local community, chamber of commerce, business and industry, and government.

The organization publishes *Tomorrow's Business Leader*, a magazine issued four times during the school year for members and advisers. It offers articles on business and professional topics, as well as current association news from all regions. A newsletter for FBLA and PBL advisors, *Hotline*, is the adult leader's direct link with the National association. *The Graduate Record* is the newsletter of the Alumni Division featuring news on alumni and of the National organization.

Resources

Listed next are some resources that may be helpful in developing nontechnical skills through student participation in organizations.

Leadership Development Series. 1984-85 Chapter Handbook. Columbus, OH: Office Education Association, 1984.

Each 24-page booklet in this series contains information concerning a specific area of leadership training every OEA member and adviser should have. Each booklet provides general exercises to use in the learning process and a list of resources. The booklets can be used for instructional purposes in either OEA chapter meetings or classroom situations. Topics in the series are these:

- *Leadership Techniques*: Characteristics and skills of leaders, opportunities for leadership, officer responsibilities, leadership training, and how to represent OEA

- *Parliamentary Procedure Knowledge*: Simplified explanations of parliamentary procedure basics, committee work, agendas, minutes, nominations and elections, and terms

- *Speaking Techniques*: Selecting and preparing a speech, using quotes and stories, practicing the speech, introducing speakers, and presenting and accepting awards

- *Written Communications*: Using the "you" attitude, positive vs. negative wording, thank-you and congratulatory letters, letters to elected officials, and sample styles and wording

- *Integrating: The Adviser's Role*: Getting a chapter off to a good start, developing a program of activities, using OEA special recognition programs, and working OEA activities into the classroom curriculum

- *Effective Leadership through Goal Setting*: Defines goals, how to use committees and officers effectively, time management, and developing a leadership by objectives program

- *Manners for All Occasions*: Table etiquette, person-to-person introduction, tipping, travel tips, and common courtesy

Making It Your Business. Washington, DC: Future Business Leaders of America-Phi Beta Lambda, n.d.

This booklet is a promotional tool designed to acquaint new and prospective advisers with FBLA-PBL. The publication provides information on the role of FBLA-PBL in education, membership services, conferences, organizational structure, and publications.

Policies Commission for Business and Economic Education. "This We Believe about the Role of Student Organizations in Business Education." *Business Education Forum* 37, no. 1 (October 1982): pp. 10-11.

PSI-FSA: Creating a World with Greater Opportunity. Kansas City, MO: Professional Secretaries International, 1983.

This booklet provides information to assist in the formation and continuation of Future Secretaries Association chapters. The purpose of FSA chapters is identified, the respective roles of the PSI sponsors and the FSA chapters are described, and operational questions are answered.

Idea "Nuggets" for Use in Teaching Nontechnical Skills

As business and office education teachers, we have many opportunities to develop nontechnical skills in our students while they are in our courses. This is not necessarily accomplished by teaching them a unit on a particular subject, but it can be done by the way we teach, how we conduct our class, and what we expect from our students. Next is a sample listing of several idea "nuggets" for developing nontechnical skills in our students while they are in our classrooms.

- Have students get in teams of two the first day of class and talk with their teammate for several minutes; then have one student introduce the other to the rest of the class. (The skills addressed are interpersonal skills, communication skills, creativity skills.)

- Have students investigate topics that are of interest to them and topics that are of value to them in the working world. For example: harassment, women's rights, nontraditional job opportunities for women and men, safety in the office, and number of women in management positions within certain local organizations. (The skills addressed are organization skills, critical thinking, logical thinking, planning, time management, communications.)

- Give students directions for specific assignments *only once*. This will force the student to pay attention, take notes, and ask questions. Give as many oral directions as possible. (The skills addressed are listening skills.)

- Make certain that directions are followed exactly. This will encourage students to pay attention to detail. (The skills addressed are organization, planning, timeliness, communication.)

- Have students in simulations dress as if they were working in an office. Relate to them as managers would to their administrative assistants. (The skills addressed are quality of work life, human relations, interpersonal skills.)

- Have students work in groups in order to accomplish goals relating to stress, dependability, team work, and communications. (The skills addressed are group processes, organization, planning, communication, time management, interpersonal skills.)

- Have students set professional goals for themselves; make certain goals are realistic. Discuss the possibilities, potential, and limitations. Have students make "action plans" with which to achieve these goals. (The skills addressed are planning, initiative, motivation, communication, interpersonal skills, time management, organization.)

- Present students with problems that have no specific answers. Encourage students to come up with various answers and the rationale for those answers. (The skills addressed are planning, critical and logical thinking, reasoning, communicating.)

- Have a student committee responsible for bulletin boards. Come up with a new display each month related to careers or topics within the area of business and office education. (The skills addressed are creativity, planning, interpersonal skills, group processes, time management.)

- Give students assignments to do and interrupt those assignments with rush work to be done immediately. (The skills addressed are work under stress, interruptions, interpersonal skills, communications, planning, creativity, organization.)

- Expose students to a multitude of situations in which they must decide what is right and what is wrong. They must develop the attitude that persons giving dictation make mistakes and that the administrative assistant's responsibility is to recognize those mistakes and correct them. (The skills addressed are initiative, communication, organization, planning, interpersonal skills.)

- Misleading communication can occur in writing. Try giving all daily instructions in writing. If students are given written directions, they soon realize the importance of clearly written instructions. (The skills addressed are communications, interpersonal communication, organization.)

- The written messages the teacher gives should be models of effective communication. As the course progresses and after students have been prepared for the possibility, the teacher can make the messages increasingly misleading and confusing—much like business messages when employees fail to make them clear, concise, correct, and complete. (The skills addressed are communications, planning, organization, interpersonal skills.)

- Reward the student who does consistently neat and accurate work. Students who are always prompt to class and who never miss need to be rewarded and praised for their dependability. Reward is not necessarily done by grades. (The skills addressed are interpersonal skills, communications, time management, quality of work life.)

- Encourage students to ask questions, look for answers from reference materials, community resources, and peers. (The skills addressed are initiative, motivation, organization, planning, interpersonal skills, communications.)

- Have students teach each other—in rotations to different equipment, for example. This often reinforces learning and many times gives the students a feeling of pride and accomplishment. (The skills addressed are leadership, communications, interpersonal skills.)

- Have students teach or direct class activities. This exposure provides them with supervisory opportunities and an opportunity to get feedback from their classmates as to their effectiveness. (The skills addressed are communications, interpersonal skills, organization, planning, time management.)

HOW TO IMPLEMENT STRATEGIES IN COURSES

The wide range of learning strategies and activities described in the preceding section can easily be infused in the business and office curriculum. They are applicable to skill, theory, and experiential courses. The nontechnical QWL skills so important to learners' success on the job can be developed through classroom management techniques, focused modules, varied teaching approaches, learner interactive experiences, and new units of instruction.

All that may be necessary is to take existing learning experiences and identify the nontechnical QWL competencies that are to be developed through them. This is the essential factor: that both teacher and students are consciously working toward the accomplishment of specific nontechnical QWL goals and objectives. These objectives must be made very visible and clear to all engaged in the teaching-learning process. Students need to understand why these competencies are important so that they are motivated to work toward them.

Included in the write-up of each learning strategy is a titled paragraph(s) with suggestions for applying this activity in business and office curricula. These specific instructions along with examples should be helpful in making the transition from idea to reality.

PART 3

REFERENCE INFORMATION

RESOURCES LISTED BY NONTECHNICAL SKILLS AREAS

Interpersonal Skills

Attitudes On The Job: Life Skills Series. Chatsworth, CA: Career Aids, n.d. Textbook-workbook, softcover, 112 pages; teacher's guide.

Brewner, Margaret M., et al. *Life Skills Attitudes in Everyday Living*. Culver City, CA: Social Studies School Service, n.d. Workbook; teacher's guide.

Chapman, Elwood N. *Put More Leadership into Your Style*. Chicago, IL: Science Research Associates, 1984. Text; leader's guide.

Chapman, Elwood N. *Your Attitude Is Showing*. 4th ed. Chicago, IL: Science Research Associates, 1983. Text, softcover; leader's guide; self-paced exercise guide.

"Communication: Barriers and Pathways." University Park: Audio-Visual Services, The Pennsylvania State University, 1979. 17 min., color 22987, $18 50 (rental).

"Communicating Effectively: An Essential Skill for Job Success." University Park: Audio-Visual Services, The Pennsylvania State University, 1977. 20 min., color 22017, $17.50 (rental).

Communications Skills for Succeeding in the World of Work. Chatsworth, CA: Career Aids, n.d. Each unit consists of 4 cassettes; 30 activity booklets, and 1 teacher's guide.

Dressler, Gary. *Applied Human Relations*. Reston, VA: Reston Publishing Co., 1983.

Effective Team Building. New York: American Management Associations Extension Institute, n.d.

Employability Skills Program. Chatsworth, CA: Career Aids, n.d. 18 color filmstrips; 18 cassettes; teaching guide.

Fulton. *Exploring Human Relations*. Geneva, IL: Houghton Mifflin, 1982. Text-workbook; teacher's manual.

Giffin, Kim, and Patton, Bobby R. *Basic Readings in Interpersonal Communication: Theory and Application*. 2d ed. New York: Harper & Row, 1976. Text.

Howell, William S., and Bormann, Ernest G. *Presentational Speaking for Business and the Professions*. New York: Harper & Row, 1971. Instructor's manual.

"Interviewing Skills." University Park: Audio-Visual Services, The Pennsylvania State University, 1980. 42 min., color MVCS-0730, Ser. Chg., $6.50 (rental).

Job Attitudes and Habits. Chatsworth, CA: Career Aids, n.d. 5 color filmstrips, 5 cassettes; teacher's manual.

Job Attitudes Program. Chatsworth, CA: Career Aids, n.d. 6-part series of filmstrip-cassette programs.

Kossen, Stan. *The Human Side of Organizations*. 3d ed. New York: Harper & Row, 1983. Instructor's manual; learning guide.

Laird, Donald A.; Laird, Eleanor C.; and Fruehling, Rosemary T. *Psychology: Human Relations and Work Adjustment*. 6th ed. New York: Gregg/McGraw-Hill, 1983. Text; instructor's manual.

Melrose, John. *BUCOMCO: A Business Communication Simulation*. Chicago, IL: Science Research Associates, 1977. Simulation; softcover text; instructor's guide.

"A New Look at Motivation." University Park: Audio-Visual Services, The Pennsylvania State University, 1980. 31 min., color 33312, $25.50 (rental).

O'Connell, Sandra E. *The Manager as Communicator*. New York: Harper & Row, 1979. Text.

Office Worker Series. Chatsworth, CA: Career Aids, n.d. 5 color filmstrips; 5 cassette slides; 1 teacher's manual.

On The Job. Chatsworth, CA: Career Aids, n.d. 20 cassettes; 24 student record books; instructor's guide; storage box.

Radde, Paul O. *The Supervision Decision! A Trainer's Package*. San Diego, CA: University Associates, n.d.

Schein, Edgar H. *SCHEIN-Career Dynamics: Matching Individual and Organizaticnal Needs*. Reading, MA: Addison-Wesley Publishing Company, n.d.

Shaw, Malcolm E.; Corsini, Raymond J.; Blake, Robert; and Mouton, Jane S. *Role Playing: A Practical Manual for Group Facilitators*. San Diego, CA: University Associates, n.d. Paperbound.

Shinn, George. *Leadership Development*. New York: Gregg/McGraw-Hill, 1982. Text; instructor's manual.

Stell, Lyman K.; Barker, Larry L.; and Watson, Kittle W. *Effective Listening: Key to Your Success*. San Diego, CA: University Associates, n.d. Paperbound.

"What Do We Look Like to Others?" University Park: Audio-Visual Services, The Pennsylvania State University, 1972. 10 min., color 10924, $11.50 (rental).

Group Process Skills

Baird, John E., Jr. *The Dynamics of Organizational Communication*. New York: Harper & Row, 1977. Instructor's manual.

Chapman, Elwood N. *Your Attitude Is Showing. 4th ed. Chicago, IL: Science Research Associates, 1983. Text, softcover; leader's guide; self-paced exercise guide.*

Cinnamon, Kenneth M., and Matulef, Norman J. Applied Skills Series Volume 2 - Creative Problem Solving. San Diego, CA: University Associates, n.d.

Conover, Hobart; Berlye, Milton; and Gordon, Sanford. *Business Dynamics*. Indianapolis, IN: Bobbs-Merrill Educational Publishing Co., 1982. Hardbound text; student activities manual; teacher's guide.

Effective Team Building. New York: American Management Associations Extension Institute, n.d.

Free Enterprise: A Business Management Game. Chicago, IL: Science Research Associates, n.d. Senior high to adult; microcomputer software.

Fulton. *Exploring Human Relations*. Geneva, IL: Houghton Mifflin, 1982. Text-workbook; teacher's manual.

Howell, William S., and Bormann, Ernest G. *Presentational Speaking for Business and the Professions*. New York: Harper & Row, 1971. Instructor's manual.

Job Attitudes and Habits. Chatsworth, CA: Career Aids, n.d. 5 color filmstrips, 5 cassettes; teacher's manual.

Listen and Be Listened To. New York: American Management Associations Extension Institute, n.d.

Maier, Norman R. F.; Solem, Allen R.; and Maier, Ayesha A. *The Role-Play Technique: A Handbook for Management and Leadership Practice*. San Diego, CA: University Associates, n.d. Paperbound.

O'Connell, Sandra E. *The Manager as Communicator*. New York: Harper & Row, 1979. Text.

On The Job. Chatsworth, CA: Career Aids, n.d. 20 cassettes, 24 student record books; instructor's guide; storage box.

Place, Irene; Byers, Edward, E.; and Uthe, Elaine. *Executive Secretarial Procedures*. 5th ed. New York: Gregg/McGraw-Hill, 1980. Text; instructor's manual and key.

Ruey, Mary Joyce. *A La Carte Enterprises*. New York: Gregg/McGraw-Hill, n.d. Office manual; cassettes.

Wolff, Nancy. *TEMPO: An Office Procedures Simulation*. Chicago, IL: Science Research Associates, 1983. The Employment Handbook; The Client Companies Manual; The Working Papers; The Model Answers; The Office Manager's Handbook.

Decision-making Skills

Baynes/Tower. *Market Square Legal Center/A Legal Typing Simulation*. Geneva, IL: Houghton Mifflin, 1980. Text-workbook; teacher's manual.

Brobst, Bob, and Bush, Ronald F. *Marketing Simulation: Analysis for Decision Making*. 2d ed. New York: Harper & Row, 1982. Instructor's manual; student's manual.

Brooks, Lloyd D. *Consultamation, Inc.: Word Processing Practice and Applications*. New York: Gregg/McGraw-Hill, n.d. Text-workbook; dictation tapes; instructor's manual and key.

Brooks, Lloyd; Dickerson, Susan; Chaney, Lillian; and Simon, Judith. *Brookson House Inns: A Typing Practice Set*. Chicago, IL: Science Research Associates, 1984. Instructor's guide with model answers.

Cecala, Agnes Fricano. *Word Processing Skills and Applications Using Wang Systems*. Tarrytown, NY: Prentice-Hall Media, n.d.

Church, Olive D. *Stanley Junction—A Case Study for Small Business Management and Entrepreneurship*. Chicago, IL: Science Research Associates, 1984. Casebook, softcover.

Churchman, C. West; Auerback, Leonard; and Sadan, Simcha. *Thinking for Decisions: Deductive Quantitative Methods*. Chicago, IL: Science Research Associates, 1975. Hard cover, solutions manual.

Conover, Hobart; Berlye, Milton; and Gordon, Sanford. *Business Dynamics*. Indianapolis, IN: Bobbs-Merrill Educational Publishing Co., 1982. Hardbound text; student activities manual; teacher's guide.

Creative Problem Solving. New York: American Management Association Extension Institute, n.d. Audiocassette workbook.

"Decisions." University Park: Audio-Visual Services, The Pennsylvania State University, 1980. 26 min., color 33321, $21.50 (rental).

The Economy Game. Culver City, CA: Social Studies School Service, n.d. Board Game includes: instructions, playing board, 6 sets of cards, play money, 1 die, goods and credit chips, and place markers.

Etier, Betty A.; Etier, A. Faborn; and Carmona-Agosto, Vivian. *Individualized Typing Simulations*. Indianapolis, IN: Bobbs-Merrill Educational Publishing Co., 1983. Softbound text; student guide; working papers; reference manual; instructor's manual.

Free Enterprise: A Business Management Game. Chicago, IL: Science Research Associates, n.d. Senior high to adult; microcomputer software.

Holmes. *DataMagic—A Typewriting Simulation*. Geneva, IL: Houghton Mifflin, 1983. Text-workbook; teacher's manual.

Holmes. *The Odyssey—A Typewritten Simulation*. Geneva, IL: Houghton Mifflin, 1982. Text-workbook; teacher's manual.

Holmes. *Pleasure Island—A Typewriting Simulation*. Geneva, IL: Houghton Mifflin, 1979. Practice set; teacher's manual.

Holmes. *Sidewalk Surfin'—A Typewriting Simulation*. Geneva, IL: Houghton Mifflin, 1979. Text-workbook; teacher's manual.

McCauley, Rosemarie. *Mini Sims Temporaries*. Indianapolis, IN: Bobbs-Merrill Educational Publishing Co., 1979. Two-book volume: *Modern Office Simulations 1* and *Modern Office Simulations 2*; teacher's resource.

Place, Irene; Byers, Edward, E.; and Uthe, Elaine. *Executive Secretarial Procedures*. 5th ed. New York: Gregg/McGraw-Hill, 1980. Text; instructor's manual and key.

Poe, Roy E., and Fruehling, Rosemary T. *Business Communication: A Problem-Solving Approach*. 3d ed. New York: Gregg/McGraw-Hill, 1984. Text-workbook; teacher's manual.

Spring, Marietta; Rider, Michael E.; and Jackson, J. Howard. *Excursions International—A Word Processing Simulation*. Cincinnati, OH: South-Western Publishing Co., 1983. Simulation package; audiocassette; instructor's manual.

STRIKE! The Labor Relations Game. Culver City, CA: Social Studies School Service, n.d. Simulation/board game includes: playing board, markers, dice, cards, money, and directions.

Twing, Joyce. *All Points Relocation Service: A Secretarial In-basket Project*. New York: Gregg/McGraw-Hill, 1977. Package (employee's manual, 5 in-basket packets, and a supplies packet); dictation cassettes (set of 8); employer's manual.

Wheeler, Carol Ann, and Dalton, Marie. *Word Processing Simulations for Text Editors, Information Processors, and Personal Computers*. New York: Wiley and Sons Publishing Co., 1983. Simulation package; instructor's manual.

Wolff, Nancy. *TEMPO: An Office Procedures Simulation*. Chicago, IL: Science Research Associates, 1983. The Employment Handbook; The Client Companies Manual; The Working Papers; The Model Answers; The Office Manager's Handbook.

Problem-solving Skills

Campbell, Robert E.; Wynn, George R.; and Ransom, Robert M. *Coping in the World of Work: Practice in Problem Solving*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1977.

Churchill, E. Richard, and Churchill, Linda R. *Activities in Economics*. Culver City, CA: Social Studies School Service, 1983. Contains a pretest, a posttest, and an answer key.

Cinnamon, Kenneth M., and Matulef, Norman J. *Applied Skills Series Volume 2 - Creative Problem Solving*. San Diego, CA: University Associates, n.d.

Creative Problem Solving. New York: American Management Association Extension Institute, n.d.

Dostal. *Berwyn Ice Cream Company—A Management Simulation*. Geneva, IL: Houghton Mifflin, 1982. Text-workbook; teacher's manual.

James, Roger G., and Elkins, Aaron J. *How to Train and Lead a Quality Circle and Quality Circle Member's Packet*. San Diego, CA: University Associates, n.d.

Kaufman, Roger. *Identifying and Solving Problems: A System Approach*. 3d ed. University Associates, n.d. Paperbound.

Lasselle. *Summit Enterprises—A Recordkeeping Simulation*. Geneva, IL: Houghton Mifflin, 1983. Package; teacher's manual.

"Listening: A Key to Problem Solving." University Park: Audio-Visual Services, The Pennsylvania State University, 1979. 22 min., color 22785, $19.50 (rental).

Luke/Stiegler. *Office Systems and Procedures*. Geneva, IL: Houghton Mifflin, 1982. Student activities/workbook; teacher's manual; test.

Melrose, John. *BUCOMCO: A Business Communication Simulation*. Chicago, IL: Science Research Associates, 1977. Simulation; softcover text; instructor's guide.

"Problem Solving Strategies: The Synectics Approach." University Park: Audio-Visual Services, The Pennsylvania State University, 1980. 28 min., color 33303, $23.50 (rental).

Communication Skills

Applbaum, Ronald L., and Anatol, Karl W. *Effective Oral Communication in Business and the Professions*. Chicago, IL: Science Research Associates, 1982. Text, hard cover; instructor's guide.

Baird, John E., Jr. *The Dynamics of Organizational Communication*. New York: Harper & Row, 1977. Instructor's manual.

"Communication: Barriers and Pathways." University Park: Audio-Visual Services, The Pennsylvania State University, 1979. 17 min., color 22987, $18.50 (rental).

"Communication by Voice and Action." 2d ed. University Park: Audio-Visual Services, The Pennsylvania State University, 1979. 14 min., color 22586, $16.00 (rental).

"Communicating Effectively: An Essential Skill For Job Success." University Park: Audio-Visual Services, The Pennsylvania State University, 1977. 20 min., color 22017, $17.50 (rental).

"Communication: The Nonverbal Agenda." University Park: Audio-Visual Services, The Pennsylvania State University, 1974. 30 min., color 32009, $21.50 (rental).

Giffin, Kim, and Patton, Bobby R. *Basic Readings in Interpersonal Communication: Theory and Application*. 2d ed. New York: Harper & Row, 1976. Text.

Howell, William S., and Bormann, Ernest G. *Presentational Speaking for Business and the Professions*. New York: Harper & Row, 1971. Instructor's manual.

"I Told 'em Exactly How to Do It." University Park: Audio-Visual Services, The Pennsylvania State University, 1974. 11 min., color 10944, $12.50 (rental).

Listen and Be Listened To. New York: American Management Associations Extension Institute, n.d.

Michulka, Jean. *Let's Talk Business*. 2d ed. Cincinnati, OH: South-Western Publishing Co., 1984. Text-workbook; instructor's manual.

O'Connell, Sandra E. *The Manager as Communicator*. New York: Harper & Row, 1979. Text.

"Oral Communication: Planning a Speech." University Park: Audio-Visual Services, The Pennsylvania State University, 1969. 15 min., color 21276, $13.50 (rental).

"Person to Person—Making Communication Work for You." University Park: Audio-Visual Services, The Pennsylvania State University, 1973. 10 min., color 10925, $11.50 (rental).

Poe, Roy E., and Fruehling, Rosemary T. *Business Communication: A Problem-Solving Approach*. 3d ed. New York: Gregg/McGraw-Hill, 1984. Text-workbook; teacher's manual.

"The Power of Listening." University Park: Audio-Visual Services, The Pennsylvania State University, 1978. 26 min., color 32324, $22.50 (rental).

"Speaking Effectively—To One or One Thousand." University Park: Audio-Visual Services, The Pennsylvania State University, 1979. 21 min., color 22999, $23.50 (rental).

"Supervisory Communication Skills." University Park: Audio-Visual Services, The Pennsylvania State University, 1981. 23 min., color 23320, $23.50 (rental).

Stewart, Marie M., and Zimmer, Kenneth. *College English and Communication*. 4th ed. New York: Gregg/McGraw-Hill, 1982. Text; communication problems; teacher's manual.

"Without Words: An Introduction to Nonverbal Communication." University Park: Audio-Visual Services, The Pennsylvania State University, 1977. 23 min., color 32306, $21.50 (rental).

Thinking/Reasoning Skills

Beyer, Barry K. "Improving Thinking Skills—Defining the Problem." *Phi Delta Kappan* 65, no. 7 (March 1984): 486-90.

The author discusses five steps that educators can take to bring about improvement in the learning of thinking skills.

Beyer, Barry K. "Improving Thinking Skills—Practical Approaches." *Phi Delta Kappan* 65, no. 8 (April 1984): 556-60.

The author outlines some of the more significant obstacles that may impede effective teaching of this vital subject.

Movante, Edward A., and Ulesky, Anita. "Assessment of Reasoning Abilities." *Educational Leadership* 42, no. 1 (September 1984): 71-74.

This article outlines the approach adopted by the New Jersey Task Force on thinking for assessing and improving the reasoning and thinking skills of first-year college students.

Nickerson, Raymond S. "Kinds of Thinking Taught in Current Programs." *Educational Leadership* 42, no. 1 (September 1984): 26-36.

Five common approaches for teaching thinking skills are analyzed, namely: cognitive process, heuristics, development of formal operations stage, language and symbol manipulation, and thinking as subject matter.

Paul, Richard W. "Critical Thinking, Fundamental to Education for a Free Society." *Educational Leadership* 42, no. 1 (September 1984): 4-14.

This article outlines short- and long-term strategies to improve the teaching of problem-solving skills, based on an analysis of current practices and on what we ultimately should strive to achieve.

Perkins, D. N. "Creativity by Design." *Educational Leadership* 42, no. 1 (September 1984): 18-25.

The author explains how schools can promote creative thinking by focusing on aesthetics, purpose, mobility, objectivity, and intrinsic motivation. He stresses the importance of encouraging students to work at the edge of their competence.

Management

Chapman, Elwood N. *Put More Leadership into Your Style*. Chicago, IL: Science Research Associates, 1984. Text; leader's guide.

Chapman, Elwood N. *Supervisor's Survival Kit*. 3d ed. Chicago, IL: Science Research Associates, 1982. Softcover, leader's guide; self-paced exercise guide.

Chapman, Elwood N. *Management Development Kits*. Chicago, IL: Science Research Associates, 1980.

Christianson, Larry K., and Strate, James W. *Attitude Development for Retail Management: A Case Problem Approach*. New York: Gregg/McGraw-Hill, 1981. Student's manual; instructor's manual and key.

Chruden, Herbert J., and Sherman, Arthur W., Jr. *Managing Human Resources*. 7th ed. Cincinnati, OH: South-Western Publishing Co., 1984. Textbook; instructor's manual; achievement tests; microswat software for TRS-80, Apple II Plus, Apple IIe, and IBM PC.

Dessler, Gary. *Applied Human Relations*. Reston, VA: Reston Publishing Co., 1983.

Dostal. *Berwyn Ice Cream Company—A Management Simulation*. Geneva, IL: Houghton Mifflin, 1982. Text-workbook; teacher's manual.

Dyer, William G. *DYER-Team Building: Issues and Alternatives*. Reading, MA: Addison-Wesley Publishing Co., n.d.

"Everything You Always Wanted to Know about Supervision." University Park: Audio-Visual Services, The Pennsylvania State University, 1980. 28 min., color 33126, $23.50 (rental).

"Finding Time." University Park: Audio-Visual Services, The Pennsylvania State University, 1980. 28 min., color 33273, $24.50 (rental).

Fitzgerald, Laurie, and Murphy, Joseph. *Installing Quality Circles: A Strategic Approach*. San Diego, CA: University Associates, n.d. Paperbound.

Francis, Dave, and Young, Don. *Improving Work Groups: A Practical Manual for Team Building*. San Diego, CA: University Associates, n.d. Paperbound.

"Helping: A Growing Dimension of Management." University Park: Audio-Visual Services, The Pennsylvania State University, 1979. 29 min., color 32955, $22.50 (rental).

Hyslop, David, and Place, Irene. *Records Management: Controlling Business Information*. Reston, VA: Reston Publishing Co., 1982.

James, Roger G., and Elkins, Aaron J. *How to Train and Lead a Quality Circle and Quality Circle Member's Packet*. San Diego, CA: University Associates, n.d.

Maier, Norman R. F.; Solem, Allen R.; and Maier, Ayesha A. *The Role-Play Technique: A Handbook for Management and Leadership Practice*. San Diego, CA: University Associates, n.d. Paperbound.

"The Management of Time." University Park: Audio-Visual Services, The Pennsylvania State University, 1974. 8 min., color 10948, $13.50 (rental).

"Manager Under Pressure." University Park: Audio-Visual Services, The Pennsylvania State University, 1977. 15 min., color 22062, $13.50 (rental).

Mohr, William L., and Mohr, Harriet. *Quality Circles: Changing Images of People at Work*. San Diego, CA: University Associates, n.d. Hardbound.

"New Leadership Styles: Towards Human and Economic Goals." University Park: Audio-Visual Services, The Pennsylvania State University, 1978. 26 min., color 32327, $17.50 (rental).

O'Connell, Sandra E. *The Manager as Communicator*. New York: Harper & Row, 1979. Text.

Schein, Edgar H. *SCHEIN-Career Dynamics: Matching Individual and Organizational Needs*. Reading, MA: Addison-Wesley Publishing Co., n.d.

Shinn, George. *Leadership Development*. New York: Gregg/McGraw-Hill, 1982. Text; instructor's manual.

Successful L legation. New York: American Management Associations Extension Institute, n.d. Audiocassette with workbook.

Total Time Management. New York: American Management Associations Extension Institute, n.d.

Quality of Work Life

The American Workplace. Associated Press Special Report. Tarrytown, NY: Prentice-Hall Media, n.d.

Attitudes on the Job: Life Skills Series. Chatsworth, CA: Career Aids, n.d. Textbook-workbook, softcover, 112 pages; teacher's guide.

Brewner, Margaret M., et al. *Life Skills Attitudes in Everyday Living*. Culver City, CA: Social Studies School Service, n.d. Workbook; teacher's guide.

Chapman, Elwood N. *Your Attitude Is Showing*. 4th ed. Chicago, IL: Science Research Associates, 1983. Text, softcover; leader's guide; self-paced exercise guide.

"Communication Effectively: An Essential Skill for Job Success." University Park: Audio-Visual Services, The Pennsylvania State University, 1977. 20 min., color 22017, $17.50 (rental).

Dessler, Gary. *Applied Human Relations*. Reston, VA: Reston Publishing Co., 1983.

Dessler, Gary. *Improving Productivity at Work*. Reston, VA: Reston Publishing Co., n.d.

Dubrin, Andrew. *Effective Business Psychology*. Reston, VA: Reston Publishing Co., 1983.

Dubrin, Andrew. *Human Relations: A Job Oriented Approach*. 2d ed. Reston, VA: Reston Publishing Co., 1980.

Employability Skills Program. Chatsworth, CA: Career Aids, n.d. 18 color filmstrips; 18 cassettes; teaching guide.

Fitzgerald, Laurie, and Murphy, Joseph. *Installing Quality Circles: A Strategic Approach*. San Diego, CA: University Associates, n.d. Paperbound.

Francis, Dave, and Young, Don. *Improving Work Groups: A Practical Manual for Team Building*. San Diego, CA: University Associates, n.d. Paperbound.

Harshman, Carl L. *Quality Circles: Implications for Training*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1982.

James, Roger G., and Elkins, Aaron J. *How to Train and Lead a Quality Circle and Quality Circle Member's Packet*. San Diego, CA: University Associates, n.d.

Job Attitudes and Habits. Chatsworth, CA: Career Aids, n.d. 5 color filmstrips; 5 cassettes; teacher's manual.

Job Attitudes Program. Chatsworth, CA: Career Aids, n.d. 6-part series of filmstrip-cassette programs.

Laird, Donald A.; Laird, Eleanor C.; and Fruehling, Rosemary T. *Psychology: Human Relations and Work Adjustment*. 6th ed. New York: Gregg/McGraw-Hill, 1983. Text; instructor's manual.

Lloyd, Russell F., and Rehg, Virgil R. *Quality Circles: Applications in Vocational Education*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983.

Learning Work Related Skills. Chatsworth, CA: Career Aids, n.d. 10 self-direction cassettes; 300 student response booklets (30 for each lesson); 10 reproducible posttests; 10 lesson guides; 1 instructor's guide with objectives.

"Manager Under Pressure." University Park: Audio-Visual Services, The Pennsylvania State University, 1977. 15 min., color 22062, $13.50 (rental).

"Managing Stress." University Park: Audio-Visual Services, The Pennsylvania State University, 1978. 34 min., color 32952, $23.50 (rental).

"A New Look at Motivation." University Park: Audio-Visual Services, The Pennsylvania State University, 1980. 31 min., color 33312, $25.50 (rental).

Occupational Notebook Program. Chatsworth, CA: Career Aids, n.d. Student book; teacher's guide; paperbound.

On The Job. Chatsworth, CA: Career Aids, n.d. 20 cassettes; 24 student record books; instructor's guide; storage box.

On-The-Job Survival Skills. Chatsworth, CA: Career Aids, n.d. 2 color Filmstrips; 2 Cassettes; Teacher's Guide.

"Perception." University Park: Audio-Visual Services, The Pennsylvania State University, 1979. 28 min., color 32953, $22.50 (rental).

"Sexual Harassment: That's Not in My Job Description." University Park: Audio-Visual Services, The Pennsylvania State University, 1981. 19 min., color 23056, $23.50 (rental).

"Stress, Health, and You." University Park: Audio-Visual Services, The Pennsylvania State University, 1978. 16 min., color 22766, $18.50 (rental).

Succeeding in the World of Work. Chatsworth, CA: Career Aids, n.d. Each unit includes: 1 color filmstrip, 1 cassette, and 1 teacher's guide.

"What Do We Look Like to Others?" University Park: Audio-Visual Services, The Pennsylvania State University, 1972. 10 min., color 10924, $11.50 (rental).

"Your Own Worst Enemy." University Park: Audio-Visual Services, The Pennsylvania State University, 1976. 26 min., color 32248, $20.00 (rental).

Business Economics

Churchill, E. Richard, and Churchill, Linda R. *Activities in Economics*. Culver City, CA: Social Studies School Service, 1983.

Conover, Hobart; Berlye, Milton; and Gordon, Sanford. *Business Dynamics*. Indianapolis, IN: Bobbs-Merrill Educational Publishing Co., 1982.

The Economy Game. Culver City, CA: Social Studies School Services, n.d. Board game.

Lewis, Philip C. *Enterprise Sandwich Shops: A Market Simulation*. New York: Gregg/McGraw-Hill, 1983. Disks for Apple and TRS-80; instructor's manual; student instructions.

Business Operations

Cartels and Cutthroats. Chatsworth, CA: Career Aids, n.d. Computer software.

The Corporation Job Game. Chatsworth, CA: Career Aids, n.d. Computer software and user's manual.

Dessler, Gary. *Improving Productivity at Work*. Reston, VA: Reston Publishing Co., n.d.

Miles, Robert H., and Randolph, W. Alan. *The Organization Game: Participant's Manual*. San Diego, CA: University Associates, n.d.

PACE Revised—A Program for Acquiring Competence in Entrepreneurship, compiled by M. Catherine Ashmore and Sandra G. Pritz. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983.

PUBLISHERS INCLUDED IN RESOURCE LIST FOR BUSINESS AND OFFICE EDUCATION

Addison-Wesley Publishing Company
Reading, MA 01867

American Management Association
Extension Institute
135 West 50th Street
New York, NY 10020

Bobbs-Merrill Educational Publishing
P.O. Box 7089
Indianapolis, IN 46206

Career Aids, Inc.
8950 Lurline Avenue
Department THE456
Chatsworth, CA 91311

CRM/McGraw-Hill
Management Development and Sales
Training Catalog
101 Fifteenth Street
Del Mar, CA 92014

Gregg/McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020

Houghton Mifflin
One Beacon Street
Boston, MA 02198

The Interstate Printers and Publishers, Inc.
Danville, IL 61832

The Pennsylvania State University
Films for Business and Economics
Audio-Visual Services
Special Services Building
University Park, PA 16802

National Center for Research in Vocational
Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Reston Publishing Co.
11480 Sunset Hills Road
Reston, VA 22090

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606

Social Studies School Service
10000 Culver Boulevard, Dept. D4
P.O. Box 802
Culver City, CA 90230

South-Western Publishing Company
5151 Madison Road
Cincinnati, OH

Tutor/Tape
Catalog of Audio Tutorial Programs
107 France Street
Tomas River, NY 08753

University Associates, Inc.
8517 Production Avenue
San Diego, CA 92121

John Wiley & Sons, Inc.
605 Third Avenue
New York, NY 10158

ASSOCIATIONS OF INTEREST TO BUSINESS AND OFFICE EDUCATION TEACHERS

Administrative Management Society
Maryland Avenue
Willow Grove, PA 19090

Altrusa International
8 South Michigan Avenue
Chicago, IL 60604

American Association of Medical Assistants, Inc.
Suite 1510
One East Wacker Drive
Chicago, IL 60601

American Association of University Women
2401 Virginia Avenue, N.W.
Washington, DC 20037

Association of Desk and Derrick Clubs of North America
315 Silvey Building
Tulsa, OK 74119

Association of Information Systems Professionals
1015 North York Road
Willow Grove, PA 19090

National Association of Bank Women, Inc.
500 Michigan Avenue
Chicago, IL 60601

National Association of Educational Office Personnel
1902 Association Drive
Reston, VA 20911

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